FINE'S
AMERICAN COLLEGE COUNSELOR AND GUIDE

BUREAU OF EDNL. & PSYL. RESEARCH.
LIBRARY.

371.42
F1N

OXFORD BOOK & STATIONERY CO.
CALCUTTA.

FINE'S

AMERICAN COLLEGE COUNSELOR AND GUIDE

Fine's

American College Counselor and Guide

1958-1959 Edition

Benjamin Fine

Education Editor

The New York Times

BUREAU OF EDNL. & PSYL. RESEARCH : :
LIBRARY

Prentice-Hall, Inc.
Englewood Cliffs, N. J.

371.42
FIN

© Copyright 1955 and 1957 by
Benjamin Fine

All rights reserved, including the right to reproduce this book
or any portions thereof, in any form, except for the
inclusion of brief quotations in a review.

Library of Congress Catalog Card Number 57-12525

Printed in the United States of America

31721 Paper Bound
31722 Cloth Bound

Bureau Ednl. Psy. Research
DAVID HARE TRAINING COLLEGE
Dated 25.8.59
Accs. No 1429

To my wife,
Lillian
and to our daughters,
Ellen, *Jill*, *Carla*, and *Janet*
this book is affectionately dedicated.

Foreword

For the twenty years that I have been in the education department of *The New York Times*, one of the most persistent questions that I have been asked is: "How shall I choose my college successfully and intelligently?" Sometimes the question is asked by a puzzled high school senior. Sometimes it is asked by a worried parent. Then again it may be asked by a friend or relative, eager to be of assistance to a boy or girl in need of guidance or counseling.

It is difficult to answer the question. I know that I must have sent hundreds of parents and their offspring away muttering ominously and perhaps wondering how a man who purposes to know at least a smattering of his subject can be so ignorant. The truth is: There is no one answer. How to choose your college starts with YOU. The kind of person you are, the type of work you want to follow, the part of the country you want to reside in for four years, the emotional climate in which you are reared—all these, and more, will determine which college is the right one for you.

Because of these numerous questions—they are seemingly endless—I decided to try to help the potential college student by putting down on paper some generalizations and some specific suggestions.

It is not easy to get into college today. And it will grow increasingly more difficult in the immediate years ahead. In the fall of 1957 an enrollment of 3,250,000 shattered all previous higher educational records in this country. But this is just the beginning. By 1970 the nation's colleges and universities will enroll 6,000,000, according to the best estimates now available.

As a result, the pressures upon all high school students will double. The colleges simply will not have enough facilities to accommodate all those who apply. You will find that it is no simple matter to get into the college of your choice. And it may be that sound advice at this time will save many a heartache later on.

It has been impossible, of course, to go into considerable detail in every profession, trade or occupation or, in some cases, even to mention certain careers. However, I have tried to cover the salient points about the majority of important professions for which colleges and universities now offer training. The average high school graduate, seeking a college or university, will find, I believe, the answers to most of his questions within these pages. Where full information is not provided, I have tried to give references through which the student may secure more detailed data. I realize full well the limitations of this volume. At best it can serve as a guide, as a blueprint for further study and action. But I have attempted to lay down certain principles and policies which should, if followed, be of some value.

The book is divided into four sections. Section I is designed to give the reader a broad perspective of college life and the philosophy that has raised higher education in this country to the present tremendous state of development. Here are raised and answered such questions as: Why go to college? What kinds of colleges are available to you? How can you select the right college from the approximately 1,900 that exist? How do you evaluate the college to see how it rates among others? What can you expect in college? How can you get a scholarship? Will you work your way through college? How do you cut through the maze of admissions red tape? How do you get help in choosing your career? What effect does the military service program have upon prospective students?

Section 2 provides an over-all view of American higher education and its place in present-day society. Here is discussed the liberal arts college, the university in higher education, the junior college, and the professional and technological institutions. It is amazing how diversified and how sprawling is our system of higher education. It is not one system, but a variety of systems wrapped under one catch-all heading: colleges and universities.

Section 3 gives a thumbnail sketch of the major professions offered in the field of higher education. Such questions are answered as: What type of work can I expect if I take veterinary medicine? What scholarships are available in dentistry? What salary can I reach as an accountant? What are the opportunities in social work? The professions are the mainstay of higher education. This section should prove useful to anyone who is undecided as to the profession he wishes to follow and seeks to know more about the various fields available.

Finally, Section 4 is divided in two parts. Part One provides a series of tables that give in capsule form the most important aspects dealing with American colleges and universities. These factors are essential to you in deciding upon the college you may wish to enter. The chart gives the type of college, accreditation, control, when chartered, tuition, board and room per academic year, total estimated cost of going to college, the total value of student scholarships and student loans available, the size of grounds, and the ROTC offering, if any. At a glance, the student, parent, or interested spectator, can learn many of the details about an institution that may help in determining the final choice. Part Two of Section 4 contains information about entrance to medical schools which should be a helpful guide to the pre-medical student.

A word of caution must be sounded: This volume is not designed to be read at one sitting. Rather, it is planned as a guide, as a reference book, to which the reader may refer from time to time as the occasion arises. Although some of the figures cited may be several years old, basically they are not dated. The slight changes that have taken place since some of the data were compiled will not in any way invalidate the general findings and conclusions given.

If this volume helps the prospective student or his parents to see higher education in any clearer light, the author will feel well satisfied with this project.

June 1, 1957

BENJAMIN FINE

Acknowledgments

I wish to give credit and express my appreciation to all who helped in this volume. I am particularly grateful to the American Council on Education for permitting me to quote liberally from its two volumes, *American Universities and Colleges* and *American Junior Colleges*. I am likewise grateful for the help I secured from the Office of Education of the United States Department of Health, Education, and Welfare through the use of the various bulletins and booklets dealing with higher education prepared by that office.

The information in the field of scholarships and fellowships is thoroughly covered in Mr. S. Norman Feingold's *Scholarships, Fellowships and Loans*, published by the Bellman Publishing Company; and *Your Opportunity*, published at Milton, Massachusetts. Also helpful was *The College Handbook*, published by the College Entrance Examination Board. I have had occasion to make reference to these books and wish to express appreciation for permission to do so.

I want to thank the hundreds of college presidents, deans, admissions directors, and other officials who patiently answered the various questionnaires dealing with the facts, figures, and data concerning their own institutions. It was this wholehearted co-operation that made this volume possible and that gives it the value it may have for the college student of today and tomorrow.

I want to express special appreciation to Maxine and Hubert Davis, whose perception proved of great value to me. Their co-operation in the collation of the research and the reading of the manuscript is deeply appreciated.

And finally, I want to express my warm appreciation to my wife, Lillian, who through her patience, understanding and encouragement, has been a devoted and inspiring partner in this as in all other projects that I have undertaken.

BENJAMIN FINE

Table of Contents

Section 1

College Life Today

Chapter 1. A Rich Field from Which to Choose 1
  Professional Guidance

Chapter 2. Hints for Self-Inventory 2
  What Kind of Student Are You?
  What Kind of Person Are You?
  Why Do You Want to Go to College?
  Who Should Go to College?
  Municipal, State, and Private Colleges
  Preparing for a Career
  Living at Home or Away from Home
  Coed or Non-Coed
  The Ivy League Colleges
  The Big Seven Women's Colleges
  Evaluation of a College in Terms of Your Needs

Chapter 3. Rating Your College 5
  Basis of Selection
  Objective Factors for Rating a College
  Standards for College Rating
  Ten Basic Rules in Choosing Your College

Chapter 4. What to Expect in College 9
  The Tempo of College Life
  The Curriculum
  The Lecture System
  Extracurricular Activities
  Student Services
  College Housing
  Fraternities and Sororities

Chapter 5. Scholarships Are Available 12
  Scholarship Sources
  Scholarship Requirements
  How to Apply for a Scholarship

Chapter 6. Working Your Way Through College 14
Part-Time Employment
Co-operative Dormitories
Work-Study Plans
Working Scholarships
Shall I Work My Way Through College?

Chapter 7. Admissions and Accreditations 17
First Steps in Securing Admission
The Basic 15 Carnegie Units
Entrance Examinations
How Colleges are Rated

Chapter 8. Military Service and the Student 20
Who Can Get Draft Deferment?
G.I. Bill of Rights for Veterans
ROTC on the Campuses
What Course for the Future Veteran?

Section 2

The Different Kinds of College Education

Chapter 1. The Liberal Arts College 23
What Is a College?
Purposes of the Liberal Arts College
Control of the College
Land-Grant Colleges
Student Bodies in Colleges
Accrediting Associations
College Admissions
College Curriculum
Fields of Specialization
College Calendar
How to Apply

Chapter 2. The University in Higher Education 26
Curriculum
The Graduate Division

Chapter 3. The Junior Colleges 28
What Is a Junior College?
Growth of the Junior College Movement
Junior College Support
Admissions
Courses Available
Tuition
Scholarships
What to Expect in a Junior College
Job Opportunities and Salaries

New Trends in Junior College Development
Accreditation of Junior Colleges
Junior Colleges in the United States as Accredited by the National Committee of Regional Accrediting Agencies, 1956-1957

Chapter 4. The Professional and Technical Schools 35
Accreditation
Admission Requirements
How to Apply
What to Expect
Job Opportunities and Salaries

Chapter 5. Help in Choosing Your College Career........................ 37
Choosing Your Major Subject
Selecting Your Professional School

Section 3

The Professions

The Professions 39
- Agriculture 39
- Architecture 43
- Bible 45
- Business 46
  - Accounting 48
- Chemistry 51
- Chiropody 54
- Dentistry 55
- Education 58
- Engineering 64
- Forestry 75
- Home Economics 76
  - Dietetics 78
- Journalism 79
  - Public Relations and Communications 80
- Law 82
- Librarianship 85
- Medicine 87
- Music 91
- Nursing Education 94
- Occupational Therapy 99
- Optometry 101
- Osteopathy 102
- Pharmacy 105
- Physical Therapy 106
- Public Health 107
- Religion and Theology 109
- Social Work 112
- Speech and Dramatic Arts 114
- Veterinary Medicine 116

Section 4

Directories

Part 1. Accredited Colleges and Universities in the United States 119
Part 2. Medical Schools in the United States 211

Selected Bibliography 227
Index 229

FINE'S

AMERICAN COLLEGE COUNSELOR AND GUIDE

Section 1

COLLEGE LIFE TODAY

CHAPTER ONE

A Rich Field from Which to Choose

Choosing a college is no small matter. Unlike a new suit or a spring hat, which can be discarded with next season's fad, the college is going to stay with the student longer than one season's casual wearing. Indeed, it might well be an influence on his entire life, in terms of helping him choose the right career, of the friendships he will make, and of the ideals and goals he will attain.

Of course, everyone is ready with advice. People have been going to college for a long time now, and what alumnus does not consider himself an authority in choosing a college? An older brother thinks there is no college like his. The state university with a winning football team exerts its popular influence. Father may have his heart set on Junior's entering the big engineering institute. And, of course, Mother does not want him to go too far away from home.

These influences and numerous suggestions should not suffocate the poor high school senior who is not entirely sure what he wants. After all, he is going to do the studying; he is the one who is going to college. He should be encouraged to express his ideas about the kind of work he would like to do—whether he wants to prepare for a profession that takes four, five, six, or eight years of studying, or take up a trade at the local community college and be done with school in two years.

College is a family affair. It is all to the good when the student talks things over with his parents and parents in turn consult him. Too often, parents of high school students have an image of their sons and daughters as the dependent, clinging children they used to be only a few years ago. It is hard to realize they are growing up, but so they are, with minds, tastes, preferences, aptitudes, and talents peculiarly their own. They have been in high school now for three or four years, and have managed to take part in many activities and experiences outside the home which have required judgment, tact, and knowledge of social relations. This matter of choosing a college should begin during the junior year in high school. Students and their families should pool information and ideas, examine college catalogues together, and weigh a college's strong points against its weaker aspects.

College is expensive. Even the free municipal college is a financial drain on many families who want to support their sons and daughters in modest style and keep them free of financial worry. Yet lack of financial wherewithal should not discourage anyone who wants to go to college. There are excellent public colleges in almost all sizable cities, and every state has at least one public university.

All colleges and universities, including the private ones, have generous scholarship programs. Not every scholarship goes to a straight "A" student, either. In order to qualify for some of them, you merely have to be a resident of a particular state. The large eastern colleges, for example, prefer to get as wide a national representation as possible, and use scholarships to encourage residents of far western states by helping them to defray the cost of traveling and other expenses, depending on the amount of each scholarhip. The federal and state governments also offer scholarships, some of which have many interesting twists. Often, a scholarship saves the day for the student who cannot see his way clear to meeting all his college expenses. In choosing a college, then, available scholarships are one of the things to consider. They are sometimes found in the most surprising places and for the most surprising reasons.[1]

Meeting college expenses is not an insoluble problem when it is squarely faced by the student and his parents. Most students find that the family budget cannot afford all of the college bills. This is certainly no tragedy. It just means that the student will have to turn his free time and vacations into dollars and cents. "Working your way through college" is an old and honorable American custom. Colleges accept the fact that there will be a sizable number of students who have to earn part or all of their expenses. For this reason, they have set up employment bureaus where students can find jobs during odd hours on and off the campus. Some colleges have better employment facilities than others. Some act as elaborate clearing houses for the odd jobs in the community. In many localities, employers look for college students with special knacks or with no experience at all. More than half of all students in college are earning part or, in some instances, all of their expenses.

---

[1] *More detailed information will be found in Chapter* 3 *of this section.*

Many college students are able to earn enough during their summer vacations to keep themselves going all year. This takes planning and knowing how to live within your means. It is the wise parent who makes his high school son or daughter aware of the financial situation, not in a way to frighten or discourage him, but in a friendly, co-operative manner. It is not too soon to start a college fund in the second or third year of high school. Many high school students manage to do so by working during vacations or a few hours after school. For some, building a college fund becomes a co-operative family enterprise to which the student and his parents contribute.

Professional Guidance

High school students need all the available assistance they can find in choosing a college. Parents' advice is important, but parents have been out of school for many years and are probably out of touch with recent educational trends. To leave the choice wholly to the student is also not a wise procedure. Even the most discerning student cannot possibly be aware of all the complicated factors involved in the choice of a proper college.

A high school junior or senior is faced with a serious problem when he looks beyond high school graduation. All at once the world of adult responsibilities seems to descend upon him. Not only must he decide whether or not college is the place for him, but he must have some general, if not specific, vocational plans. The vocation for which a young student wants to prepare is perhaps the most important factor determining his choice of college. This is a big decision for a high school boy or girl to make.

Choosing a profession is not done lightly on the spur of the moment. It would be pure folly for boys or girls to select teaching as a profession merely because the long summer vacations appeal to them. It is altogether likely that they would quickly change their minds if they knew what the day-to-day teaching job really entails. This is where the professional guidance counselor comes into the picture. An expert in educational psychology, the guidance counselor is especially interested in problems of adolescence. He understands what kind of aptitudes are important in teaching or in any other job, and, if necessary, can arrange for a battery of aptitude tests. During a personal interview with a prospective college student, the counselor can help to clarify many a mistaken idea of what professional and other college training is really like. At the same time, he helps the student to get to know himself better and, in so doing, guides him toward the kind of work in which he would be most happy.

Some high schools have excellent guidance and counseling services, but, unfortunately, they are in the minority. Owing to a lack of adequate manpower, many high schools tax the regular classroom teachers with counseling duties. This is regrettable, since counseling is obviously a highly specialized field, requiring the knowledge and competence of an expert. Indeed, with the conclusion of World War II, the guidance field was quickly accorded the recognition it deserved, in connection with its work with returning veterans. In several cities, professional counseling bureaus have arisen as adjuncts to universities. Another development has been the appearance of college counselors who work privately and are not affiliated with an institution.

Certain states do outstanding jobs in the guidance field. In Ohio, for instance, the state's colleges and universities have formed a voluntary project called the Ohio College Association, which publishes *To College in Ohio*, a factual reference guide to these institutions.

The American Council on Education publishes two valuable reference works which are the standard guides to institutions of higher education. *American Universities and Colleges* and *American Junior Colleges* are packed with information.

CHAPTER TWO

Hints for Self-Inventory

The selection of a college should be guided by the specific vocational and personal needs of the individual student. The student who has adequate insight into his own behavior, who understands both his strong and weak points, is going to make a much happier choice than the one who makes no effort to size himself up and floats along with the tide. In order to underscore the practical value of self-understanding, here is a questionnaire designed to prod the student into self-examination. The questions can be answered silently by the individual high school student; however, every boy and girl can learn a great deal about himself by discussing the questionnaire with family and friends. It is surprising what other people know about us. Often, we underestimate or exaggerate certain qualities in ourselves. The observations of friends and family members, who know us better than we think they do, can give us a realistic appraisal of ourselves.

With the help of the following questions, the student can evaluate his attitudes toward studies, his academic performance, and the way in which he relates to other people. This will give him cues concerning his personal and vocational needs, limitations, and preferences, which, in turn, can be used as touchstones for selecting a college. Three principal questions are posed: What kind of student are you? What kind of person are you? Why do you want to go to college?

What Kind of Student Are You?

How do you like school?

Do you have a favorite subject or subjects?

Do you like to study?

Do you enjoy reading?

Do you enjoy working on individual assignments or projects? Or do you just do them to get it over with?

Do you follow a daily schedule, including certain periods for study and homework?

Do you find certain studies so absorbing that you do outside reading or field work on them?

Are you bored with school and can hardly wait to get to work and start earning?

Do you find classroom discussions stimulating? And do you enjoy discussing ideas with your friends, classmates, teachers, and family? Or, perhaps, just thinking about them yourself?

Do you organize your school work in such a manner that you have time for hobbies, clubs, sports, working part time, and so forth? In other words, do you manage your work or do you let it manage you?

What Kind of Person Are You?

How well do you get on with people? Do you make friends easily? Or do you withdraw from personal contacts?

Can you make the first friendly overture to another person? Or do you preserve an indestructible iciness until the other person says "hello"?

Do you get tired of friends and drop them easily? Or do you hold on to old friends?

Are you the popular type whom everyone knows, with your name on every social committe, but who just cannot make close friendships?

Do you do things with others—play tennis or baseball, join clubs or discussion groups, go out on dates, share your problems, seek advice, take part in bull sessions? Or do you stay pretty much to yourself? Are you the lone wolf type?

Do you feel comfortable with members of the opposite sex? Do you take part in club or social activities with them?

Do you feel lost in large classes or groups? Or do you find that you can express yourself easily in such groups?

Do you feel more confident and at ease in small classes with individual guidance from the teacher?

In large classes where there is little time for individualized instruction, can you go ahead on your own? Are you able to carry through the organization and research for a project?

Why Do You Want to Go to College?

Is it because you love to learn and want to keep on learning all there is to know?

Are you going merely to please the wishes of a strong-willed parent? Or because older sisters or brothers are at college and you have to carry on the family tradition?

Is it the easiest way out for you now that you are graduating from high school and have absolutely no idea of what you want to do?

Do you look forward to college merely as a pleasant succession of campus frolics?

Do you have an absorbing interest in a particular study? And can you see yourself making this study your life work?

Have you decided on a particular career?

Have you a long-abiding ambition to enter a profession?

Positive answers to these questions can reveal your attitude toward college and give an indication of your chances to succeed there.

Who Should Go to College?

Once the student, together with his family and those who advise him, can fill in the general scheme of his vocational aims, his special talents, his study habits, his emotional tempo, and his personal disposition, to say nothing of his financial resources, the search for *the* college becomes more organized. The process, indeed, becomes one of choosing between a small and a large college, between a coeducational and either a men's or a women's college, between living at home and away from home, between one particular professional college and another, between a state university and one of the privately controlled ones. First, however, there are specific considerations about who should go to college.

A student who hates to study and does below-average work should not be prodded into going to college by overzealous parents. There are many other areas in which he can be successful if he is given the proper understanding and guidance. Failure at college may give him strong inferiority feelings, making him so unsure of himself that he will hesitate to take part in those activities in which he could function quite happily and successfully. On the other hand, a student may not have been able to do his best in high school because of illness or family worries; however, he may be convinced of his ability to do college work if given the chance.

Colleges do not ask for geniuses, but they do require average or better-than-average high school grades. Some of them will consider only students in the top 25 or 10 per cent of their classes. As a general rule, a student should rank at least in the upper half of his class to consider himself eligible for college entrance. Constant failures are not going to enhance a high school record and should be carefully looked into. Most high schools give intelligence and aptitude tests, and may point up the reason for failures.

Municipal, State, and Private Colleges

For more than half of the high school pupils the problem of finances is the biggest obstacle in the way of a college education. It should be kept in mind that there are substantial differences in tuition between the publicly supported colleges and privately controlled ones. Furthermore, tuition differentials exist among the private colleges as well.

Every state has a state university, depending, at least partially, on public funds. In addition, some cities have their own public colleges. Tuition is kept at a minimum and, as is the case with many public colleges, there are no charges except for library and locker fees. Because state universities are publicly operated, they have facilities for thousands of students and are open to both men and women.

Some of the private colleges are heavily endowed. They can afford to hire leading scholars and they have excellent facilities. This is not to say that the state universities lag behind the private universities in training and facilities. Not by any means! It is just that Harvard, Columbia, Yale, and other private institutions are the oldest established universities in the United States. They have developed nationwide prestige. Besides being expensive, they have high entrance requirements and there is usually a long waiting list of aspiring candidates.

Preparing for a Career

For the student who knows that he wants to enter one of the professional fields, the area of choice narrows itself to a consideration of those colleges which offer the appropriate training.

If preparation for a job is what the student wants from a college education, it would be wise to study the different programs and specialized courses offered by both professional and liberal arts colleges. Many liberal arts colleges emphasize a broad general education; they believe their principal purpose is to prepare their students for life, and that a well-rounded education should precede specialized training. Other liberal arts colleges have expanded their programs to combine vocational training with a general program of studies. They prepare their students for teaching, business, advertising, journalism, public relations, scientific and editorial research, and numerous other types of work.

Living at Home or Away from Home

Many colleges want students from all sections of the country. When waiting lists are long, the California resident stands a better chance at one of the big eastern colleges than a New Yorker, and vice versa. Doubtless, living away from home and being on one's own is a broadening experience, especially when this means living in an environment totally different from what one has been accustomed to.

The student who goes to college from any sizable distance will not be able to rush home every weekend. Perhaps he or she will be able to make the long and expensive trip only once or twice a year.

It is best to weigh the advantages and limitations of the distant college. Is it important from the point of view of the best career training and future job? A student interested in television, for instance, may feel that an eastern college is practical for him, since most important contacts in the field are in the eastern part of the country. Living in the East for a few years may give him first-hand knowledge of the region in which he might decide to live and work. The same may be said of colleges in the South and in the Middle or Far West. There is always the possibility that the student who travels cross country to college will settle there eventually, since lifelong friendships are formed at college, marriages are made, and valuable job contacts are initiated. The greatest mobility of students is away from home but within the state.

It is difficult to make the break at first. The student who considers going to a distant college a great adventure had best be prepared for those pangs of homesickness the first few weeks.

Living away from home is a good way to learn independence. Being on one's own develops judgment and a sense of responsibility. Perhaps it is an opportunity for the young person who never makes any decision without consulting his parents to branch out and learn to stand on his own two feet. He need not cut the family ties altogether. Not all colleges are three thousand miles away. Many schools located at a moderate distance will permit an occasional weekend at home.

Since room and board are the biggest items on the list of college expenses, living at home is a substantial moneysaver. With colleges in almost every center of medium population and community colleges springing up in less populated areas, thousands of students are within daily commuting distance of college campuses. This means cutting a huge expense from the college budget. In those cities and areas where municipal colleges and state universities are situated, local students are able to reduce their expenses still further.

Coed or Non-Coed

Many educators feel that, since we live in a society of men and women, there is no reason why the same situation should not prevail in the schools. They believe coeducation is valuable. Yet the issue of coed against an all women's or all men's college is not so easily settled. Choosing a college involves considering the individual needs of each student and matching them against the advantages and limitations of the various colleges. It is impossible to state categorically that one type of college is better than another. All we can say is that one type of college is better for a particular student. No more, and no less.

A large proportion of college students in no way feel underprivileged in attending an all men's or all women's college. Some point out that they can study with more concentration when the opposite sex is not around all the time—perhaps to remind them of dates they have or have not. As it happens, selecting a non-coed college does not mean a complete renunciation of dates. For every women's college, a men's college is not far distant—close enough, for that matter, to make weekend dating an acknowledged part of college life.

Although some non-coed college students may feel that their coed counterparts have a head start in finding their future mates, it has never been proved that coed students marry sooner than the non-coeds. As a matter of fact, no one has ever detected any awkwardness or immaturity in the social behavior of students who go to an all-men or all-women college. Of course, it might be a good idea for the boy or girl who is not quite comfortable with the opposite sex to attend a coed school. Going to the same classes, reading and discussing assignments, and taking part in the daily informality of campus life makes for a mutual sympathy and understanding between boys and girls.

The Ivy League Colleges

Probably no college surpasses the scholastic standards and the cultural and other facilities of the so-called Ivy League colleges. Harvard, Yale, Princeton, Columbia, Dartmouth, Brown, the University of Pennsylvania, and Cornell are among the oldest established institutions of higher learning in the United States. They carry both scholastic and social prestige. Although they are located in or near the big cities of the East and charge uniformly expensive tuition and residence fees, they do not cater solely to the wealthy. On the contrary, they deliberately encourage a socially varied student body and offer scholarships to those who find matters of geography and finance prohibitive. Waiting lists are long at these colleges. It is wise for young men to inquire about their entrance qualifications early in their junior year of high school, so as to be sure they are taking the right courses and have time to brush up their grades.

The Big Seven Women's Colleges

The same holds true for the big seven women's colleges, comprising Smith, Radcliffe, Vassar, Mount Holyoke, Wellesley, Bryn Mawr, and Barnard. These colleges form the Seven College Conference, which offers yearly scholarships to girls from certain western states. They have helped raise the prestige of women's education in this country.

There are approximately 1,900 colleges and universities in the United States. Where you finally decide to go is up to you. You must decide whether you want a coeducational institution, a small or a large college, a private or a public one. Enough facts are available for you to make an intelligent choice.

Evaluation of a College in Terms of Your Needs

Evaluating a college is a very personal process, depending upon your vocational ambitions, your intellectual aptitudes, your physical well-being, your emotional stability, and the general manner in which you get along with other people as well as with yourself. In a real sense before you can evaluate a college you must engage in self-evaluation. You must remember that the college you choose is going to be your home for two, three, four, or more years. Even if you decide on a local college and continue to live at home, you will find that both your daily academic and non-academic affairs will be set by the college routine.

Choosing a college means choosing a home, a career, and friends. For those of you who will work part or full time to finance your education, and to a lesser degree for those who will devote all your time to studies, college means a sudden acceptance of adult responsibilities.

The tempo of college life is very different from that of high school. Going to college is not compulsory. The young man or woman in college is there for a purpose. Preparing for a career and working with serious scholars are genuine adult activities, requiring earnestness, interest in a particular field or fields, and the ability to plan and carry out a course of study—on one's own, if necessary. Above all, the college student should be capable of such self-discipline that he can lead a well-rounded life, combining study and work, club and social activities, dates, hobbies, outside reading, and lectures. It is a big order, but it can be done.

The prospective college student who has serious doubts about his ability to do college work would do well to seek the advice of a guidance counselor. A counselor can allay many fears and anxieties, and aid the student in gaining a better understanding of himself.

It is well known that many problems are caused by personality or emotional difficulties. One student does miserably in high school chemistry, yet he has his heart set on becoming a doctor. Another student makes good grades but worries constantly lest he should fail. Still another goes to pieces when a teacher censures him. These and many similar problems can be corrected if students and their parents talk it out, seek the proper counseling services, and consult the high school teachers and principal, who are often experienced in handling these types of problems.

CHAPTER THREE

Rating Your College

Why is one college generally considered to be superior to another? And who decides what is meant by "superior"? There is no yardstick to measure liberal arts colleges, nor does any of the reputable accrediting bodies presume to enter this controversial field. The answer to the question, "Which college rates highest?" would be still another question: "Which college will give me the program that I seek?"

However, the student and his parents, together perhaps with his high school guidance counselor, have certain limiting factors to take into consideration. Here are several that may be useful.

1. High School Record. Probably the most limiting factor in the selection of your college is your high school record. You can almost automatically eliminate a large proportion of the colleges that are within your reach if you have a poor high school record, scholastically and otherwise. If your average is below a "B" (about 80-85), your chances are not too good for entrance to the so-called Ivy League colleges. If you are in the lower half of your graduating class, you can almost forget about entering the "name" colleges.

Not that they seek only Phi Beta Kappa material. There is a more realistic problem for you to face. Some of these traditional colleges with long-established reputations customarily get from three to five times as many applications as they can accommodate. Sometimes, as in the case of Sarah Lawrence College, with an entering class of about eighty, the applications may run ten to one for the space available. In that case, the admissions boards usually pick out the students who show the greatest promise for success, and if you failed to show that promise in high school, the colleges do not want to take a chance on you.

2. College Entrance Examination Board. Approximately 200 colleges and universities require College Entrance Examination Board tests; and many of the other colleges take these tests into consideration. A high grade on these examinations will go a long way toward getting you into college. Even though you have had a good high school record, failure on these tests will be held against you. Some "A" students have been kept out of the college of their choice because they did poorly on the entrance examinations.

3. Restrictions—If Any. Are there any restrictions, whether geographic, religious, racial, or economic, that will prevent you from entering the college you have selected? In the southern states, even though the Supreme Court has outlawed segregation, color restriction is still strong; a Negro student cannot always enter as an undergraduate in a liberal arts college where white students enroll. The segregation issue is not so iron-bound as it was in the past. An increasing number of church-related colleges and some non-church colleges now admit Negroes. State institutions have Negroes in their graduate and professional schools.

But there are other restrictions. Some state universities do not admit applicants from out of the state, or admit only a small percentage—sometimes 5 per cent of the freshmen class can come from out of the state, or the proportion may be as high as 15 or 20 per cent. Most state universities now have geographic quotas.

What about the religious control of the institution? Some parents do not want their children to attend colleges that may emphasize religious training in a faith not their own. More than 700 colleges and universities are controlled and supported by religious groups, whether Protestant, Catholic, or Jewish. The student would need to know whether the denominational control is nominal, as in the case of Syracuse University, founded as a Methodist institution but now entirely non-sectarian, or whether it is actually under denominational control, as in the case of Mount St. Mary's College in Maryland, supported by the Roman Catholic Church.

4. Type of Student Body. It is important for the prospective college student to decide whether he wants to go either to a men's (or women's) college or a coeducational institution. There are enough of either kind from which to choose. He should determine which one would provide the greater opportunities for his own scholastic advancement. In actual practice, there is not too much difference between the two.

5. Urban or Rural College? A number of the nation's colleges are located in urban areas. On the other hand, many colleges are located in so-called "college towns," away from all centers of population, with little more than a handful of "townsmen" to be seen. The question of a small-town college versus an urban institution needs careful exploration on the part of the student.

6. Campus Versus Non-Campus College. Not every college is located on a campus of its own, especially in the cities. Sometimes the college has a limited campus with a few dormitories, but the bulk of the students, as in the case of New York University, live outside the campus. For the most part, in the smaller localities and especially in the college-towns, virtually all the students live on the campus. Unless the student is to live at home, he may feel that a campus college is desirable. It is true that living on a campus provides the student with a greater degree of college life and atmosphere and enables him to get the most out of his college career. But for various reasons, some students may decide that they will forego the campus experience and attend an institution that has urban advantages rather than campus color.

7. College Costs. The cost of going to college varies considerably. The student will need to know what the tuition and other fees are, and whether he can afford the more expensive institution. Cost is a limiting factor probably 50 per cent of the time. If the boy or girl has only $450 to spend for college for the first year, it would be out of line to consider a college that charges $2,200 in tuition and living expenses. That is, it would be unless the student is able to get a substantial scholarship to make up the difference.

Tuition rates, as has already been noted elsewhere, vary from less than $100 to $1,000 a year. Room and board, however, add much more to the college costs, although the public colleges in general charge less than the private institutions. Matriculation fees, ranging from $5 to $25, are charged in most colleges. It is common to find colleges asking for laboratory fees, application fees, medical fees, activities fees, and general fees. Because of this growing number of separate fees, with the ensuing bookkeeping headache for the institution and the annoyance to the student or his parents, many colleges now consolidate all the fees into one blanket sum, which is payable at the start of the college year and is usually added to the general tuition fee.

8. Size of College. Does the high school graduate want to enter a large institution, located on a university campus, with perhaps 25,000 students, or does he want a small campus with 1,000 students or fewer? There are advantages and disadvantages in both choices. Some students may desire the competition of the large campus and the national publicity that frequently comes to intercollegiate athletic stars who show football or basketball prowess. Other students may seek the small campus and the opportunity it offers to excel even though they may not be outstanding stars in any particular field.

In selecting the college, the student will also be confronted with the alternative of selecting an independent college or a college that is part of a larger university. The independent college, which predominates, has anywhere up to 2,000 students (frequently fewer than 1,000) and is an entity in itself. The college located within a university, however, may be on a campus of 20,000 to 30,000. Which type of college to choose will depend on whether you want the large institution or the smaller campus.

The advantages and disadvantages of both are cited succinctly in the 1952 edition of *American Universities and Colleges*, published by the American Council on Education:

> Educators have given some attention to the problem of the relative educational advantages to be found in the college of liberal arts within the university as compared with the small, independent college. It has been pointed out that the independent college may make possible closer relationships between student and teacher; that the curriculum, free of the demands of a variety of pre-professional students, achieves greater singleness of purpose; that more nearly adequate attention is given to the needs of those who seek only a liberal education and do not expect to engage in advanced study; and that, particularly in the non-urban college, the social life is more intimate and satisfying
>
> In behalf of the college in the university, it is said that there are more abundant library and laboratory resources; that on the staff there are usually a larger number of distinguished scholars and teachers; that the student is given an opportunity to supplement his studies with courses in the professional or technical schools; and that association with graduate and professional students and contact with the many different interests of the university are intellectually stimulating and socially broadening as well.

It must be pointed out, however, that some universities now recognize the fact that their college students are neglected, and they are trying to remedy this situation. Some institutions have introduced the tutorial system to bring undergraduates and their instructors closer together. Residential colleges have been created at Harvard and Yale, to take advantage of the social and educational values found in small groups. In general, large universities have encouraged their professors to become more intimately acquainted with their students, although in classes ranging as high as 500, this is not entirely feasible.

For the shy, retiring type, the large university sounds formidable. Of course, it is possible for the freshman to make his own little niche and develop a circle of intimates. That is what the dormitories, the co-operatives, and the fraternity and sorority houses are for. The student who lives off campus with a private family will have a harder time beating those first lonely feelings.

The big colleges and universities themselves are doing everything possible to counteract the cold, impersonal atmosphere that permeates the large campus. All kinds of faculty and dean's committees have been set up to foster closer relationships between faculty and students. They have excellent guidance and counseling staffs, ready to lend a sympathetic ear to personal or study problems. However, the individual student must take the first step. The social or guidance committee will not always seek him out.

The big schools have a wide selection of courses from which to choose, with facilities for almost every conceivable kind of extracurricular activity. The editor of the high school paper, however, is going to find keen competition on the college daily—if he can make the staff. The well-known high school leader is going to find himself pulled down a peg on the large campus. If being a football star, class president, or school ringleader is important to him, he may find the competition stimulating. On the other hand, if he puts too large a stake on being a campus star, he may lose all the pleasures one derives from college activities and campus life itself.

The small colleges have many advantages, too. For the most part, they are situated in suburban or rural areas.

Most of the students live in the campus dormitories and thus have a good way to get into the swing of things. In a few days, the shy, quiet freshman can develop a nodding acquaintance with almost everyone on the campus, if he so desires. Where there are few students, the individual counts for more. Going to classes is only part of the life on a small college campus. The freshman soon finds himself acting in the class play or taking part in any one of a dozen activities for which he never thought he had any ability. The small college needs the leadership, scholarship, and talents of every one of its students.

Classroom instruction is, of course, more flexible than in the larger colleges. Students can work closely with professors and often go ahead on their own steam, since individual interests and abilities are stressed. Indeed, many of these smaller colleges are laboratories for promising educational experiments. Some have abolished the lecture system and conduct their classes as workshops. Others encourage their students to work on individual projects under the guidance of a faculty advisor.

Then, too, individualized teaching makes for closer student-teacher relationships. Student-faculty gatherings also provide ample opportunity for the student to get to know his professors on an informal basis.

On the debit side, small colleges are criticized for the limited curricula they offer. Although they cannot provide a wide variety of courses, they are oftentimes superior in the few fields in which they do specialize. Several, for instance, have excellent music departments.

Also on the debit side, small colleges tend to be more expensive than the larger schools, which include the low-tuition state universities.

At any rate, the students have the choice of the small versus large college, the independent college with its own separate campus or the university college within the framework of the large institution.

9. Choice of Profession. If the high school graduate wants to be an engineer, he may choose to take his college program in an institution that has a high reputation in the training of engineers. Or if the student wants an undergraduate program leading to a major in French, he may select a college that can give him a suitable course of studies in this field. But those students who seek a liberal arts program without any thought of later specialization will have to learn what type of program is offered and whether the courses in general fit in with their needs.

10. Intercollegiate Athletics. It is not surprising to find that some students predicate their choice of college on the basis of intercollegiate athletics. A number of colleges in recent years have dropped major sports and now emphasize an intramural program. Some students may seek a college where intercollegiate athletics are still featured. On the other hand, many others, who merely want to "toss a ball around," may want those colleges that emphasize a good intramural program. This may not seem important to parents, but the question of intercollegiate athletics is oftentimes uppermost in the mind of the student about to enter college.

11. Fraternities and Sororities. Many colleges maintain social fraternities and sororities on their campuses. Some students, before enrolling, may want an institution that has a fraternity system. They may want to enter a particular fraternity because their Uncle Ned belongs, or because a friend of theirs is a member. Whatever the reason, the high school student should decide whether he wants a fraternity college or does not particularly care one way or the other. There are enough from which to choose, for hundreds of colleges maintain fraternities and sororities.

At present there are nearly 80 national fraternities and 45 national sororities, sponsoring from 5 to 110 chapters each. Reference is made to the social fraternities, not the honorary ones such as Sigma Xi, the fraternity that recognizes students for their excellence in the field of science, or Phi Beta Kappa, the scholastic fraternity. It was soon after the Civil War that the social fraternities began to buy houses for their members and make themselves an actual part of the college campus. The college fraternities have a tremendous hold on the nation's student body; on many campuses they are the center of all social and extracurricular activities.

The high school student may want to consider the pros and cons of fraternity affiliation. It is more expensive, as a rule, to live in a fraternity house. But many students feel that the expense is worth while; they look to the lifelong friendships that are made in the college fraternity, and to the "rough edges" that are rubbed from many green freshmen as they merge into "fraternity material." The thousands of young men and women who join each year point up the value of social fraternities and sororities.

12. ROTC Units on Campus. Because of our defense needs, the question of Reserve Officers Training Corps on the college campus is becoming increasingly important to men students.

Basis of Selection

These are the most frequently found "delimiting" factors that help the student, willingly or unwillingly, to narrow down his choice of college. But after he has sifted the institutions that are open to him, he may still find that he has a large number from which to choose—and choosing may be difficult. What basis shall he use to make the final selection? How can he tell one college from another in terms of worth and value to be received? After all, he is about to make a heavy investment—as much as $10,000 for the four years—and a wrong choice may cause heartache and unhappiness later on in life.

There is no one set of criteria that the student can accept and blindly follow. No one has been able to list the institutions, from one to 1,900, in order of their "rank."

Objective Factors for Rating a College

Certain objective factors should be looked into, regardless of individual requirements. These are matters pertaining to the general policies and facilities of the colleges, which may be found in the fine print in each college catalogue. Does a college have enough funds to spend on a good library, on good teachers, on necessary equipment for up-to-the-minute instruction? Many extra features, such as concert halls, stadiums, and swimming pools add to the enjoyment; however, they are not essentials for a good college, and only the heavily endowed institutions can afford them. On the other hand, books, teachers, and the educational policies of the college as expressed by the college president are three basic factors to explore in rating a college.

Standards for College Rating

1. General Reputation of the College. Some colleges have a reputation for honest dealing with their students, for being "good" colleges. It is not a question of size, of prestige, or of snob appeal. A college may be new; Brandeis University, although only 10 years old, has a splendid reputation. Some colleges a hundred or more years old do not have reputations worthy of their age.

You can sense the reputation of an institution from its alumni, from its students, from its faculty, and from the general public reaction to it. Publicity is a pitiless instrument with which to measure the reputation of a college. If the alumni would not send their own children to the college, if the students seek to transfer elsewhere, if they constantly "knock" the college, and if it is frequently engaged in controversial battles within its own family, the over-all reputation is not good.

However, oftentimes it is not a question of black or white. Anyone can recognize the reputation of Harvard, Yale, or Princeton, or the unsavoriness of an institution that has been rebuked by one or more of the leading educational bodies because of unethical educational practices. But it is in the realm of the "gray," or in-between, colleges that the question of reputation becomes more difficult to evaluate. Here the student will need to seek the help of alumni or of persons attending the college at present, to get a clearer picture of how the college rates outside its own campus.

2. Accreditation. It is important that the student, in selecting his college, determine whether it is an accredited institution. Although accreditation may not mean too much from the educational point of view (it is true that some colleges are not on any regional lists even though they are doing a good job), yet in the main you can be fairly certain that if the college is accredited, at least it has met certain minimum standards of accomplishment. Before a college can be accredited by one of the six regional accrediting groups, it has to show that it is a responsible, reliable institution. With the advent of a new national accrediting body, the accrediting standards will be refined and, it is hoped, improved.

From the practical point of view, accreditation means a great deal to the student who plans to go beyond his four years at the liberal arts college. If he desires to enter a professional school, whether medicine, architecture, or social work, the accredited mark may mean the difference between getting admitted and being rejected. Most professions limit their students to those who have attended accredited colleges.

3. Faculty Members. A college depends to a great extent on the caliber of its faculty members. The best colleges have won their spurs as a result of the reputation made by the members of the faculty. Colleges that have a high faculty turnover, that pay low salaries, that do not practice academic freedom, and that submerge their faculties in a spirit of mediocrity cannot easily attain top rating. A free, independent, alert faculty who are well-paid, who are permitted to conduct scientific inquiry and research, and who are authorities in their fields add immensely to any college campus.

It is not easy, of course, to determine the stature of the faculty by reading the college catalogue. A good teacher is more than one who has a string of degrees after his name. But there are certain standards that can be applied. Find out: How many of the faculty are graduates of well-known institutions? How many have advanced degrees—master's or doctorates? How many have published important books or articles in their fields? How many hold at present or have held positions of leadership in their professional associations? What is the salary range and how does it compare with other colleges of similar type? What do the alumni say about the professors? How many of the alumni have made distinguished records after leaving the college (by their fruits ye shall know them)?

A good faculty will mean a good institution. Nothing can be more important than good teaching.

However, to use the number of famous scholars as a measure of a good college is a mistake. It has often been said that the scholar is not necessarily the best teacher. More often than not, the famous man is a better research worker than teacher; he is happier in the laboratory than in the classroom; he does not have the time to devote to the personal aspects of teaching. Colleges know this, and try to staff their faculties with both teachers and research experts.

The presence of a large number of Ph.D.'s on a faculty speaks well for the background of the teaching staff. Yet many young instructors who have not finished their advanced degrees are excellent teachers.

4. Administration. In choosing a good college, seek one that has not only a top-notch faculty but also good administrators. It is not always recognized that a college can be made or broken by the president, the deans, and their associates. Administration is important. On occasion a college president, appointed for political, social, or business reasons, may drag the college to virtual ruin. In recent years a few colleges have virtually disbanded, the faculties have resigned, and the student bodies have become disheartened as a result of the intemperate action of the president.

It is not true—at least it should not be—that the college president is merely a figurehead whose sole job is to raise funds. Traditionally, the college president is the leader on the campus. He sets the academic pace. He formulates policies, gives over-all direction and helps add lustre and glory to the name of the institution.

Of course, the high school student will find it difficult to discover whether the college administration is good or bad. He will need help from the guidance counselor, from those who have attended the college, and from authorities in the field of higher education. Whatever the time required, it will be worth taking to find out whether the college administration is educationally minded, sound, and ethical.

5. Honor Societies. The well-established colleges with good reputations are often admitted to membership in various honor societies, such as Phi Beta Kappa. Only those institutions that have shown, through years of probation, that they maintain high scholastic standards are admitted to this much-sought-after fraternity. The student would do well to inquire whether the college he is considering has a chapter of Phi Beta Kappa on the campus.

There are other honor societies that hold high rank in the educational and professional world. The college societies should be checked to determine whether the national educational groups, Kappa Delta Pi, and the other accepted societies have established chapters, and whether the national societies in science, in debating, in music, and in the various other fields are on the campus. Belonging to an honor society may not mean too much while you are an undergraduate, but it can take on added importance and prestige when you become an alumnus.

6. Course of Studies. The curriculum is one of the most important things about a college, and the one that should attract the greatest interest on the part of the student. What course of studies is available? And what reputation do the various courses have on and off the campus? A student who wants to be a physician would do well to select a college that has a good reputation in the pre-medical courses required, such as physics, chemistry, anatomy, and other sciences.

Not every college has, or can have, a top-ranking course in every branch of the curriculum. Some institutions may be noted for their work in mathematics; others may get a reputation for specializing in the fine arts, music, or speech. But the college of your choice should offer the type of course that you feel you need for your own life work, or to meet your cultural needs. The course of studies is not to be slighted when choosing a college. You should determine through the college catalogue and perhaps through a visit to the college what the facilities are for the courses in which you are interested. If you select a college that offers you the greatest opportunity for studying what you want, you will be doing yourself and the college a service.

7. Available Scholarships. Most colleges offer a variety of scholarships and fellowships to their students. Through the years, some institutions have acquired large numbers of scholarships, available to students who show that they are entitled to such special consideration. Colleges and universities are constantly striving to increase the number of scholarships, so that all students, regardless of economic status, will be eligible to enter.

It is important that the colleges be available to a cross-section of the country's population, regardless of economic status. Colleges that cater to the wealthy only, or to any one segment, cannot adequately meet the needs of a democratic society. For that reason, it is well to note how many scholarships are open to worthy students who cannot afford to go to college, and how many are available to students who "make good" after they enter.

8. Library and Laboratory Facilities. The heart of the college is its library. Here the students find the means to explore, to expand their horizons, to develop lifelong habits of good reading and appreciation of good literature. The college with a good library has an asset that is hard to overestimate.

Unfortunately, not many students are particularly concerned about this. I have yet to hear a student seeking a college ask, "What kind of library does it have?" But that does not diminish the value of such an asset. The college that encourages students to come to its library, that makes it easy for the students to take out books, and that has a good librarian who understands the value of getting the young men and women to read is worthy of praise.

By the same token, the college should have good laboratory facilities. The student who wants to experiment in chemistry, in physics, or even in the social sciences should be provided with the necessary equipment. Good laboratories can add greatly to the college and to the students' utilization of the institution's learning program.

9. Placement Bureau. It may sound far off to an entering freshman, but the time will come, four years later, when he is ready to leave the campus. He will want a job, unless he continues with his education. Most colleges maintain placement bureaus to help the student find a job and to permit him to make the transition from the campus to the "outside world" without too much tension and strain. A good placement bureau on the college campus is worth its weight in gold to the college senior. The freshman, or potential freshman, should consider it as being important, too.

The college's placement bureau is usually headed by a director, whose duty it is to see that the graduates are helped to find employment in their fields. The director maintains contacts with leaders in business and industry and is in a position to be of service and guidance to the graduate. This type of service frequently adds to the reputation of the college and proves to be useful for the student body and the institution itself.

10. Extracurricular Activities. College is not a place where all one does is study. The typical American college offers many opportunities for the students to participate in extracurricular activities. Educators generally recognize that advantages are contained in a balanced program that consists of scholastic work and activities outside the classroom. Regardless of size, the college is able to maintain some form of non-classroom program for its students.

On the average campus you will find such extracurricular activities as the dramatic team, which puts on college plays; the music club, with its glee clubs, choral groups, and orchestras; daily, weekly, or annual student publications; debating teams, frequently sponsored by the English or the speech department; student organizations, ranging from the biology club to the one that promotes social programs; and a host of intramural and intercollegiate athletic activities.

Not every student participates in these extracurricular activities. But every student should have the opportunity and be encouraged to enter activities that interest him. Colleges recognize the importance of extracurricular activities. Participation in outside activities is taken as one valuable index to the student's fitness and qualifications when admission to college is considered. It helps in getting a job, too.

Ten Basic Rules in Choosing Your College

To summarize, these are the ten basic rules to help you choose your college:

1. Select a college that enjoys a good reputation.
2. Select a college that is accredited by the professional accrediting bodies.
3. Select a college that has a good faculty.
4. Select a college that has a good president and sound administrative officers.
5. Select a college that is recognized by the honor societies.
6. Select a college that offers strong courses in the field of your special interest.
7. Select a college that has a liberal scholarship policy.
8. Select a college with good libraries and laboratories.
9. Select a college with a good placement bureau.
10. Select a college that promotes a sensible program of extracurricular activities.

CHAPTER FOUR

What to Expect in College

If the prospective college student thinks that college means four years of academic cramming set apart from the rest of his life, he is mistaken. On the other hand, if he imagines college as a glorified country club or as an adventurous way to live away from home, he is equally mistaken.

College is a way of living, thinking, and feeling during a very important period of one's life. Not only does the student prepare for a career and broaden his knowledge of the world; he also learns to live with many kinds of people coming from cultural backgrounds and homes very different from his own. During the college years, the slow process of becoming an adult finally crystallizes. Career, interests, hobbies—in short, the kind of life and the kind of person the young man or woman will be—become clearly defined during this time.

Of course, the emphasis is on studies, but studies are not wholly concerned with class lectures, papers, and dogged library research. We have come a long way from the type of college education which began and ended with "book learning." American educators have long been concerned with the aims and purposes of learning. They have been asking what kind of education is best suited to the needs of the individual and the demands of the social world in which he lives. They want to know: "Knowledge for what?'

This does not mean that books are pushed into the background. On the contrary, it means that books are given a new emphasis. Students are trained to use them in a creative and flexible manner, as aids for the development of their own thinking. The subject matter of college courses tends to deal more and more in terms of problems. Their purpose is to confront the individual student with all the available knowledge in the field of race relations, for instance, and then to get him thinking about his own opinions, feelings, and attitudes. Regardless of the subject—whether it be one of the pure sciences, like mathematics, or one of the so-called human sciences, like social psychology—the emphasis is on the student's ability to think straight and to change his thoughts, feelings, and actions through a greater understanding of things and people.

The Tempo of College Life

This view of education demands an independence of mind and an initiative to go ahead on one's own. It is a far cry from high school days, where assignments are mapped out for the students by chapter, page, and verse. The tempo of college life requires the judgment and responsibility of an adult. There will seem to be no limit to the amount of digging required for that freshman research paper. Of course, instructors and librarians are more than helpful, and in many colleges the faculty is in constant touch with the student's progress. At the larger colleges, students may sometimes find their teachers more inaccessible. They may have to work entirely by themselves for weeks on end, organizing their projects. But even the large institutions now seek to provide individual attention.

Adjustment to college life is going to be difficult for the student who comes from an over-protective home where his life has been arranged for him in a comfortable schedule and things have always been done for him. He will have to grow up in the few months' interval between high school graduation and college entrance. If he lives at college, no one is going to be at his shoulder, prodding him to do his homework.

An important "must" is to learn to take relevant class notes and to know where to find appropriate reference works and other aids. Hours of time can be needlessly wasted if a student does not have a definite idea of what he is searching for or if he does not have the proper reference materials at his fingertips.

ADJUSTMENT TO COLLEGE STUDIES. There are many things to grow accustomed to during the first few months at college. Dormitory life, living alone in a rooming house or with a dozen other students in a co-operative, the bewildering number of extracurricular activities, the competition, the strangeness—these may cause uneasiness but will be worked out in due course of time. Of all the adjustments required by college life, those having to do with the academic aspects of college seem to cause the greatest worry and concern. The transition from high school to college is a big one. Naturally, there are other factors at work here also. It is certainly not from lack of intelligence that freshmen find their studies a source of worry. In most cases, they were competent enough to pass admissions tests in good standing. Where, then, lies the cause of their anxiety?

The method of instruction and the atmosphere in which teaching takes place undergo a radical change from high school to college. The same is true of the student's relationship to his instructors, and of what is expected of the student in general.

These problems can never be isolated from the individual's psychological make-up. Difficulties in adjusting to the college program depend, to a large degree, on the way in which a student relates to members of his family, or to those who have lived with him while he was growing up. Is he tied to his mother's apron strings? Do his parents expect too much of him? Do they make him feel that their happiness hinges on his achievements? Or do they allow him to develop his own unique goals and ambitions? Are some parents so strict that their children look forward to college as a chance for a fling on their own? How about the over-possessive parents who find it difficult to respect their grown children as people, quite capable of independent judgment and responsibility?

If possible, students should visit several colleges, sit in on classes, and absorb the general college tang. Talking with college people who have been "through the mill" will throw much light on what it is like at college. They will have reams of stories, suggestions, and gripes—the kind of information one can never get in the college catalogues.

Guidance advisers are particularly good people to seek out for such information. Since their business is to help students choose the right college, they can forecast what type of problems the individual student will come up against, and are in a position to forewarn him and iron out anxieties and undue tensions.

FRESHMAN ORIENTATION. Today, all colleges provide orientation programs to introduce the freshman to college life and make him feel more at home.

Usually given in the form of a term course or a series of informal discussions, the orientation program endeavors to advise students about their study habits, the importance of budgeting their time, the necessity for safeguarding their health, and the wisdom of taking an active part in athletics, social clubs, hobbies, and so forth.

In an effort to face the problem of academic failure in college, the orientation courses encourage the students to make use of the college's guidance and remedial services at the first sign of difficulty. The good guidance counselor can detect the cause of worries, frustrations, and difficulties with studies. He can help remove those vague doubts which haunt the student in the classroom and in his social relations.

The Curriculum

The college curriculum includes all the courses and activities which contribute to the fulfillment of an individual's educational objectives. A curriculum consists of formal and informal parts. Courses of study taken for credit comprise the formal; all other activities are included in the informal. Usually referred to as extracurricular activities, the informal curriculum must not be shrugged off as unimportant just because it is not graded like credit courses. For the most part, it is a practical extension of the formal course. Working on the campus newspaper is a logical outgrowth of a journalism class, as participation in a current events club is a practical application of a political science course.

REQUIRED COURSES. Every college has required courses, although some prescribe more than others. In a typical liberal arts college, the freshman and sophomore years are devoted to basic requirements—courses in general education designed to give the student a sweeping knowledge of many fields. English composition, surveys of English and world literature, natural science, social science, a modern language, and physical education are the usual courses all students are required to complete.

In addition, there are required courses that are basic to the major field in which the individual student wants to concentrate and that are not usually taken before the junior year. Courses in mental hygiene and experimental psychology, for example, are "musts" for the psychology major.

ELECTIVE COURSES. Of course, not all courses are prescribed. Every college gives its students an opportunity to choose or elect courses from the entire range of the college curriculum. Occasionally, electives open up new fields of interests, leading to new avocations and even to a change in original vocational aims.

The Lecture System

In the traditional college, most of the classroom instruction consists of lectures. This is not inconvenient where classes are small, but in large classes, ranging in size from fifty to several hundred students, there is little chance for give-and-take between instructor and student. Sometimes the large groups are broken up into smaller discussion sections which meet with an assistant once or twice a week to discuss the lectures and reading assignments.

In addition to the usual quizzes and final exams, some instructors assign term papers or projects. These test the student's initiative and his general familiarity with the subject. Papers are either presented orally in class, where they are intended to provoke a general discussion, or read privately by the instructor.

Extracurricular Activities

Much of the student's college education is carried on in the wide variety of extracurricular activities. "Extracurricular" is really a misnomer, since they are extra only in the sense that they are not part of the regular classroom instruction and are not prerequisites for a college degree. Yet participation in them establishes lifelong friendships, develops talents and skills, and provides an enjoyable social life.

Colleges know the worth of extracurricular activities and encourage a healthy balance between the formal and informal curriculum. The consistent bookworm is not getting all he can out of a college education. Besides missing a lot of fun, he is neglecting the most important aspect of education, namely, the development of his own personality and experience in human relations.

Because each student is expected to participate in extracurricular activities, the colleges provide an imposing array of them to suit the tastes of all. Athletics of various kinds, social clubs, specialty clubs organized by departmental subjects, student publications, dramatic clubs, college orchestras, choral groups, and string ensembles are formed on the typical college campus. Name any subject, hobby, or interest, and you will find it in most colleges or universities.

Student Services

Colleges are human institutions. The academic function is only one aspect of their intensely vital lives. They are well aware that young men and women consist of more than brains to be filled with facts, formulas, and figures. They understand that they are human beings with emotional and social needs, personal problems, and financial and vocational troubles. Consequently, there are various student personnel services on every campus, working closely with the academic side of the institution.

College Housing

There are several types of student housing. The dormitories or residence halls provided by the colleges are usually preferable to off-campus rooming facilities because of their social and educational advantages. Then, again, residence halls, on the whole, are cheaper than private lodgings. It has been found that students living in residence halls do slightly better in their studies than those who live in other surroundings.

In many universities and colleges, co-operative dormitories are becoming increasingly popular. This type of housing is maintained by the students themselves, who share the entire work of operating their living quarters. This cuts down on expenses and provides a real experience in co-operative living.

Fraternities and Sororities

Fraternities and sororities house a large number of college students. It is the custom of these societies to select their own members. A few of them, indeed, are so expensive as to be within reach only of those with good pocketbooks.

Besides the housing they provide for members, these societies are organized around an elaborate set of social and recreational activities. In many instances, this has led to complicated social codes and intense jealousies and rivalries among fraternities and sororities, especially among the wealthier ones. In order to break the social monopoly and the attendant campus antagonisms, many colleges and universities have abolished fraternal societies. Harvard, Yale, and Princeton are outstanding examples of where this has occurred.

College fraternities, however, are not lagging in popularity. Most of them are doing a good job of housing their members in comfortable and friendly quarters. After all, not every fraternity exists for the social benefit of the well-to-do. On the contrary, the most successful open their housing and social facilities to new members on the sole basis of companionability. Fraternities have proved their worth on the college campus.

It is difficult to answer the question, "What can I expect in college?" on an individual basis. It depends in large part on what you want from college. You can find lifelong friends as well as get the foundation for a profession or trade. You certainly can expect a great deal of intellectual stimulation. And that, basically, is a major reason for going to college.

CHAPTER FIVE

Scholarships Are Available

Many different kinds of financial aid to students are combined under the heading of scholarships. A scholarship is an outright grant of money for educational purposes. Some scholarships must be used for graduate study. Other kinds of financial aids include grants-in-aid for specific study or research; assistantships, by which students are compensated for certain academic chores; and prizes, awarded for excellence in a particular subject.

Although it is commonly held that scholarships are only for the top honor students, academic proficiency is only one of the requirements for eligibility. There is a strong belief among some educators that financial need should be the principal basis for scholarship awards. This was underscored by the 1947-1948 *Report of the President's Commission on Higher Education*, which recommended the extension of public education through the first two years of college and a liberal national scholarship program based on financial need for the final two years.

Scholarship Sources

THE COLLEGES. The most obvious place to look for a scholarship is the colleges themselves. Because colleges want a widely diversified student body, the larger and even the smaller private colleges award scholarships to students whose state or geographic region of residence puts them at a financial disadvantage. Every college sets aside a certain portion of its financial resources expressly for the use of worthy students who do not have the financial wherewithal to attend. These scholarships range anywhere from $100 to full tuition and residence expenses. Besides putting their own resources at the service of students, colleges are the recipients of substantial grants from private individuals and former alumni who put sums of money at the disposal of their scholarship committees. Often these awards are made in the form of prizes or for proficiency in a particular subject. Many are given with the understanding that the recipient will undertake a specific study.

Rich scholarship possibilities await the interested student. He is advised to write to the Director of Scholarships at the college of his choice. It is well to talk the matter over with the high school principal and guidance counselor first. They have valuable ideas as to what the colleges are offering and are in a position to refer the student to the proper sources.

As examples of scholarships that can be obtained, the University of Virginia offers 10 four-year awards of $3,000 each for Virginia residents and 6 four-year scholarships of $4,000 each for out-of-state residents. Last year 209 scholarships ranging from $100 to $480 were offered by Wilkes College in Pennsylvania.

WORKING SCHOLARSHIPS. Instead of granting an outright sum of money to deserving students, some colleges prefer to award scholarships on a work-payment basis. Jobs are created on the campus grounds—in the laboratories, libraries, residence halls, and so forth. Students work from 12 to 20 hours a week, and their salary is deducted from their college bills. Many of these jobs provide interesting sidelights for the specialized student. A biology student, for instance, might be assigned to keep records in the college biology laboratory. The Yale Bursary Plan is a famous example of the working scholarship, and many smaller colleges, such as Grinnell and Aurora, are well known for their work-and-study plans.

STATE, MUNICIPAL, AND FEDERAL SCHOLARSHIPS. Many states provide for the education of their youth by establishing state universities where the tuition fees are low. In addition, several states award scholarships to the students. These are usually restricted for use at state controlled colleges. Since student aid varies among the states, it is necessary to write to the state Department of Education for detailed information.

The majority of states provide generous scholarships for children of deceased servicemen of World Wars I and II. New York, for example, awards 100 scholarships to children of deceased or disabled New York servicemen. To veterans of either World War, New York also offers hundreds of yearly grants of from $350 to $800 on the basis of competitive examinations. New York scholarships are also available to high school seniors who win the award in a state examination.

The federal government also gives preferential scholarships to former members of the armed forces, the G.I. Bill of Rights being the most elaborate type of federal scholarship aid. In addition, the United States military and naval academies reserve openings for orphan sons of World War servicemen. Children of present members of the armed forces are likewise eligible for financial aid.

ROTC. Since World War I, many colleges have had units of the Reserve Officers' Training Corps on their campuses as voluntary adjuncts to their college programs. Army officers and college professors teach various aspects of military science. By the time the students are juniors and seniors, they are ready for advanced military science, which includes summer camping at an Army post. While there, trainees receive regular non-com pay. Additional federal payments for training and service throughout the year usually cover residence expenses. Trainees graduate from college as bachelors of art (or science) and as candidates for appointment as second lieutenants in some branch of the United States Army Reserve.

The Air Force, Navy and Marine Corps also have equivalent ROTC programs, leading to commissions.

LEARNED SOCIETIES. The learned societies of the various educational fields and various professional bodies grant scholarships for specific study in their respective subjects. Full information can be had by consulting the several scholarship books published in this field.

BUSINESS AND INDUSTRY. Business and industrial concerns have long been active in helping to finance the educations of employees, their children, and the residents of certain regions. In 1956, it was estimated that more than 400 companies were offering a total of 3,000 fellowships, scholarships, and grants. The field of industrial scholarships is a vast and still unexplored one.

Among the leaders in the field of educational assistance is General Electric, which makes available a variety of 285 scholarships totaling approximately $370,000. Awards are made to employees and their children, to promising undergraduates in the field of technical and general education, and for graduate research in physics, chemistry, and metallurgy. The Ford Company and American Can provide considerable assistance to college students. The International Business Machine Corporation offers $250,000 in scholarships annually. Proctor & Gamble offers approximately 240 full-tuition, four-year scholarships valued at more than $650,000 annually.

Other aids include the Phillips Petroleum Company Scholarships for employees' children; Grumman Aircraft Engineering awards to residents of Nassau and Suffolk Counties in New York; the New England Textile Foundation Scholarships for colleges in New England; and the Frank Thomson Scholarships to sons of Pennsylvania Railroad employees.

Scholarships are likewise offered by the Westinghouse Electric Corporation for science students, by the Union Pacific Railroad, by the Radio Corporation of America, and so on ad infinitum.

PRIVATE FOUNDATIONS AND INDIVIDUAL GIFTS. When the student finds the existing scholarships at his college exhausted, another source is the philanthropic foundations or the lucrative educational funds set up as memorials by wealthy individuals.

The Henry Strong Foundation provides as many as 300 loans annually in colleges in the Middle and Far West. The Boettcher Foundation sponsors scholarships for twelve Colorado residents. Each award includes tuition and fees, an allowance for books, and a yearly cash grant of $500. Winners may use the awards at any one of Colorado's ten accredited four-year colleges and universities.

For the advanced research student, generous grants are made by the Rockefeller Foundation, the Ford Foundation, the Carnegie Corporation, the John Simon Guggenheim Memorial Foundation, and others.

MISCELLANEOUS. In addition to the types of scholarships already mentioned, others are set up by church groups, by fraternal organizations, and by numerous fraternities and sororities. The Methodist Episcopal Church allocates a sum of funds large enough to pay for several hundred students at accredited Methodist colleges and universities. The Elks have established a national scholarship fund which they hope to build up to the $20,000,000 mark. College fraternities and sororities should not be overlooked either, since they are generous benefactors.

LOAN FUNDS. Besides granting outright sums of money to college students, colleges and outside agencies put millions of dollars at the disposal of students in the form of loans to be repaid at a later date. Repayment may even be deferred until after graduation, when the student is expected to become financially independent. The Tuition Plan, Inc., in New York, is doing an excellent job in helping students and their families by financing deferred payments for use in 400 schools and colleges. The parents pay the tuition fees in ten monthly installments—a "pay-as-you-go" plan.

Scholarship Requirements

Generally speaking, scholarships are awarded on the basis of academic achievement, good character and financial need. Many awards ask the candidates to take the College Entrance Examination Board tests. More and more, financial need is being recognized as the basic consideration in awarding scholarships. This concept is wholesome in a democratic society, where every effort should be made to open careers to talent and provide educational opportunities for young people regardless of their ability to pay.

Many colleges discourage well-to-do students from applying for the available scholarships. They want to distribute financial aid where there is the greatest need for it. Grinnell College, well known for its work-and-study plan, said that "to be faithful to its trust the college must assign its scholarships only to those of academic promise who are seriously in need of financial assistance."

In a similar vein, the Association of College Admissions Counselors asked "the co-operation of parents and secondary school officials in discouraging persons who do not need financial aid from competing with needy students for the use of scholarship funds."

Unusual awards are provided for thirty-five students at the Carnegie Institute of Technology through the A. W. Mellon Trust. Open to the student of average scholastic attainments, these scholarships also take into consideration those who were prevented from doing above-average academic work by having to hold part-time jobs or by their participation in worth-while extracurricular activities.

Numerous awards are made on the basis of special aptitudes in music, art, or creative writing. Others are designed for the student with a scientific bent. Scholarship committees understand that there are artistic talents, social aptitudes, and special knacks which cannot be measured by marks. The Telluride Association, for instance, makes its awards to young men with promising leadership qualities.

One of the most popular types of scholarship is that which is bestowed by reason of the recipient's place of residence. A widespread desire among the colleges for a nationally or even internationally diversified student body makes such scholarships possible. Many students have offers from colleges clear across the country. Criticism, in this connection, has been leveled at the athletic scholarships.

There appears to be no rhyme or reason for some scholarships. A glance at the college awards established by private individuals leaves one under the impression that donors can be whimsical people. An aspiring college man from Iowa living along the Chicago, Burlington and Quincy Railroad can get an expense-free Harvard education by courtesy of the Charles Elliott Perkins Fund. High school students whose fathers worked on the Pennsylvania Railroad can receive scholarships at Princeton and the University of Pennsylvania. Harvard has an award for a student named Murphy. And if you are a young man named Leavenworth, Yale has a $420 annual award for you. Vassar offers awards for young women descended from John Buckmaster. Vassar also has two scholarships for daughters of physicians and a substantial fund for the education of college professors' daughters.

How to Apply for a Scholarship

There are several sources where an alert student can find out the scholarships for which he is eligible. High school teachers, the principal, and the school guidance counselor are his first source. If they do not have full information, they are in a position to suggest other sources. It is important to get up-to-the-minute details, since scholarship data changes rapidly. Sometimes assistance funds become depleted; new scholarships are added all the time, and existing stipends are expanded or reduced. Professional guidance agencies and placement bureaus are helpful, too. The student can do some scouting around his own community. He may be surprised to find that community associations, local fraternal societies, church groups, factories, the Parent-Teacher Associations, and other neighborhood groups have educational assistance funds. If the student has a particular college in mind, he would do well to write to its scholarship committee for information. At the same time, he might make inquiries at his state Department of Education. A number of reference books and pamphlets have combed the field and catalogued available scholarships. The Educational Testing Service at Princeton, New Jersey, acts as the coordinating agency for several hundred colleges. You fill out one application for a scholarship, and it is sent to the colleges to which you apply.

Inquiries regarding scholarships should begin early in the senior year of high school. For awards to be made in June, applications must be filed toward the end of the preceding winter or early spring. Since applications should be made out thoughtfully and with extreme care, the student is advised not to delay in getting the necessary information and application forms.

Applications for scholarships are designed to obtain a general picture of the applicant's personality, his vocational goals, his interests, his hobbies, and his reasons for applying for the particular award.

Since scholarship committees begin screening applications immediately, it is important to answer each question fully and to the point. Neatness and ability to express oneself clearly also go far toward making a good impression. Applicants are requested to attach a transcript of their high school grades, and many are asked to stipulate evidence of their financial need.

Scholarship committees also request several references. These must be from people who are not related to the applicant but who know him well enough to comment on his character and capabilities.

During the last two decades, the number of scholarships and fellowships available to university students has grown at a remarkable rate. In 1936, the United States Office of Education issued a report which showed a total of 66,708 scholarships worth $8,863,082 and 5,797 fellowships valued at $2,577,478 in 674 institutions. The 1951 report on scholarships and fellowships available at institutions of higher education listed 1,198 colleges and universities. It showed 141,554 scholarships worth $31,056,755 and 15,369 fellowships valued at $10,642,325. Thus we find in 15 years a jump from approximately $10,000,000 to $40,000,000 in available scholarships and fellowships. It is estimated that $60,000,000 in scholarship funds are now available annually.

CHAPTER SIX

Working Your Way Through College

It costs money to go to college, more money than most parents can safely afford. And the costs are going up steadily. Whereas in 1940 you could expect to go through the average public college for about $500 a year and the average private institution for twice that, today you will have to figure on an average of $1,000 for the public college and $2,000 for the private one. The tuition rates have shot up steadily, until today it is not uncommon to find institutions charging as much as $800 for a year's tuition. Board and room are likewise up. These three items—tuition, board, and room—account for the major share of the college cost. But you can still find colleges where the cost is under $1,500.

If a student doesn't have the money, or if the immediate cash is not available, he need not despair. As typically American as apple pie and ice cream is the expression "working your way through college." In an American college, a student does not lose caste if he works to earn part of his college fees. It is one of the characteristics of our democracy. I remember speaking not long ago with several foreign students who were studying at Columbia University. They came from such lands as Burma, Japan, Pakistan, and India. A white-aproned, good-looking lad came to wait on us in the student dining room. As he took our orders, I said casually, "That boy's a junior in pre-med. He's working his way through college."

"How remarkable!" one of the foreign students exclaimed. "But doesn't he lose face with the other students? Do they treat him as an equal?"

That, perhaps, is one major difference between college life here and in other lands. And that is why, undoubtedly, we have the largest student enrollment and the most diverse student population of any nation in the world.

In this country anyone who is qualified can go to college, to a university, to a professional school. It may be difficult. It may take hard work. But it can be done. Lack of money is an important barrier, but it is not a fatal one.

Part-Time Employment

One answer is part-time employment. Students who look at the college fees and figure out that they will need $1,500 for their freshman year may wonder how they can double the $750 they saved working summers for several years. But it is possible. Virtually every college has employment bureaus set up for students. Every college is anxious to help needy students. First, there are scholarships; then, student loans. And when those run out—there are not nearly enough of either—part-time employment comes upon the scene.

What kind of jobs are available? You can virtually name the job and you will find it on the campus. If you attend an agricultural college, such jobs will be available, at anywhere from 75 cents to $1.00 an hour, as milking cows, cleaning the barns, cutting grass, picking apples, shucking corn, driving the tractor, pruning trees, or tending baby calves. I know. I did almost all of these chores, at 25 cents an hour, from 1924 to 1928 when I attended the University of Rhode Island. In fact, because I had been born and reared on a farm and was acquainted with farm work, I found at the end of my four college years that I not only received my bachelor's degree in animal husbandry, but also had paid all my own college bills and had a cash reserve of nearly $500. Incidentally, I used that money to buy, from the college, a young Jersey bull and two young calves, to start my own herd of pure-bred Jerseys. They won quite a few blue ribbons, too!

No matter what college the student attends, he will find that a considerable proportion of the men and women on the campus are working. Some may work only two hours a day in the kitchen and get free meals for their labors. Others may work several hours a day cleaning the dormitory and sweeping the floors, and get free lodging.

The records indicate that in a vast number of colleges fully 25 per cent or more of the students work on a part-time basis. Some colleges report that as many as 50 per cent of their students work. It is estimated that approximately $100,000,000 a year is made by students who need to supplement their income in order to continue in college. This is getting an education the hard way. But it has not proved an undue handicap to those who have worked in the past or are now working in college jobs.

HOW TO FIND A PART-TIME JOB. Once you get to the campus, the procedure of finding a job can take a definite pattern. Indeed, you can start the wheels rolling even before you arrive at your college. The first step is assessing your finances. How much money do you have for your college program? How much will you need to complete at least the first year? If you find that you need, for example, an additional $450, you will know that this sum must be raised through part-time employment on the campus. Before you start your college career, it might be wise to write to the college's student employment office or, if convenient, take a trip to the campus and speak to the employment director. Outline your financial needs to him and see if he can suggest any specific jobs which might be available.

But all this should not be left to chance. Although jobs are available, they are not too plentiful. In some institutions, even now, there is a long waiting list of applicants. Moreover, the most lucrative or best jobs will go to the upper classmen as a rule. They have been on the campus, and by canvassing the field they have learned which jobs offer the best advantages. A bit of ingenuity can help you find jobs either on or off the campus. If you know how to typewrite or use shorthand, you might be able to type manuscripts or take dictation from a professor who is preparing a manuscript for a book. Baby sitting has become a respectable profession, and the rates range from 50 cents an hour weekdays to 75 cents or a dollar an hour on Saturdays and holidays.

It is best, when possible, to get work in the field in which you are most interested. For example, if you want to go into library work, it would be helpful to get a job as a librarian. Your job might be to help the librarian, or sort books, or serve as monitor, or do odd jobs around the library. Or if your interests lie in the sciences, you might get a job in the chemistry laboratory serving as chief sweeper-upper and bottle washer.

Some jobs involve difficult hours and are shunned by the upperclassmen. For example, helping the chef prepare the daily food may mean getting up at five A.M. each day including Sunday.

Some of the more common part-time jobs to be found on almost any large or even small campus include: tending the furnace, being a bus boy, canvassing, taking care of children, being a cashier in the college office, acting as chauffeur, serving as cloakroom attendant, correcting manuscripts, performing delivery service, dishwashing, being a doorman, filing, moving furniture, doing general clerical work or housework or janitorial work or kitchen work or laboratory work, being a hotel clerk, working for laundries, performing manual labor of all sorts, helping instructors mark papers, translating foreign language papers, working as newspaper representative, serving as night clerk or night watchman, playing in an orchestra, serving as playground instructor, serving as salesman for local concerns or college functions, doing research, typing manuscripts, being a service stand attendant or cook in a local beanery or soda jerker or stenographer or store clerk, selling tickets, tutoring, ushering at movies, waiting on tables, baby sitting, and milking cows.

This is but a sampling. Some colleges have many unusual jobs to be had, not for the asking, but for the seeking. At some campuses students have formed "agencies" which have proved a bonanza. For example, students get hungry at night. Some college students have a sandwich service for hungry night owls. They go to the dorms and fraternity houses and take orders for ice cream, peanut butter sandwiches, and Cokes. By the end of the year those on the inside are able to split quite a melon. Or the student may run a tailor shop, employing non-students to do the actual cleaning and pressing, but managing the work and drumming up business among the students. It is not unusual to find a college-operated news agency where students take subscriptions for magazines or newspapers and deliver the copies to the students.

Co-operative Dormitories

During the early depression years of the 1930's, when jobs were not to be had, some college students decided that they didn't want to drop out of college for lack of money. As so often happens when a crisis arrives, American youth came up with an answer to a seemingly impossible problem. It happened at the Agricultural and Mechanical College of Texas. A number of students took over an old abandoned house, worked hard on it, and soon evolved a Co-operative Plan. The students lived in the house, cooked their own meals, and, by spending only a few dollars a week, managed to get by during the depth of the depression.

Their lead was soon followed elsewhere. Hundreds of co-operative houses have sprung up all over the country. Sometimes the students and sometimes the colleges take the initiative. At Boston University, for example, the co-operative dormitory is operated by the institution. Girls chosen to live in this dorm must show that they are in financial need. There is a waiting list, but the needy student usually manages to be accepted. The saving of several hundred dollars a year on the one item of board and room makes a big difference to a student who does not have the necessary funds to complete even the first year at college.

Under the co-operative arrangement, it is customary for the students to make their own beds, keep their dormitories clean, be their own janitors, and in other ways earn their keep. It's not hard work. In fact, the give-and-take and the living together and working together frequently make for lasting friendships and for greater study efforts. It is estimated that well over 100,000 students now live in these co-operative dorms and are able to help pay their way through college in this manner.

Work-Study Plans

Institutions which feature work as part of their programs are known as the work-study colleges. The students who attend these colleges get an education while working part of the time in some business or industry, usually related to the work they expect to take up in later life.

The co-operative work-study plan was devised by Herman Schneider, who later became President of the University of Cincinnati. In 1906, when Mr. Schneider came to the university, he put some of his rather unorthodox and unheard-of theories into practice. He suggested that students in the university's engineering school be permitted, on a voluntary basis, to attend classes for part of the year and then go to work for an equal time. The first year, this plan was accepted by only 27 men, who needed the money. The other 107 thought little of the newfangled stunt.

But it took hold, fast. Within a few years, a majority of the University of Cincinnati students in the engineering school took the work-study program. By 1920, the traditional instruction was abandoned and all students in engineering were on the co-operative project. The costs of going to college were cut drastically. And what's more important, when students graduate, they usually have one or more jobs waiting for them. They have gained valuable experience and have made good contacts through this method of working and studying.

At Northeastern University in Boston, Massachusetts, more than 3,000 students in the Colleges of Engineering, Business Administration, Liberal Arts and Teacher Education earned more than three million dollars through their "Co-op" employment last year. "This is, certainly, one very real answer to the problem of mounting tuition costs," according to Gilbert C. Garland, Director of Admissions.

Now many other colleges have adopted the work-study idea. It has grown particularly strong in the field of engineering. The course takes five years under this arrangement, but the students do not begrudge the time. For example, the co-operative students at the Drexel Institute of Technology find that their annual earnings soar close to the half-million-dollar mark.

The first liberal arts college to develop this program—and it has not grown too rapidly in the liberal arts field—is Antioch College, which is noted for its five-year work-study plan. Thousands of its graduates over the course of the last quarter century have found employment because of the contacts they made while working on a part-time basis away from the college campus. Other colleges, such as Berea in Kentucky and Park in Missouri, have found the work-study plan effective. Some of the so-called "progressive" colleges, such as Bennington in Vermont and Bard in New York, have variations of the work-study plan.

In essence, under this program, the student goes to college for a term consisting of three or four months, and then works for an equal time. Frequently teams of two are on the job; while one student is at college, the other is working. In this way, industry has an employee continuously and does not have to be concerned with a break in the employment situation. In other instances, students may go to college for a semester, work for six weeks, and then return for another semester. At Rockford College in Illinois, there is still another variation. The student works for three days of the week and goes to college for three days. Here, also, two students are teamed together so that the job is not neglected. The arrangement has worked out satisfactorily; according to college officials, the Rockford girls, the community, and the institution itself have benefited by it. The girls can earn as much as $1,000 a year by working on this part-time schedule—or almost enough to pay for their entire college course.

Working Scholarships

Still another opportunity to work your way through college is by getting one of the numerous "working scholarships" which have become available. Under this arrangement, the college will offer you a scholarship for, let's say, $250. For this, you will be asked to serve as assistant bursar for two hours a day, or you may be asked to proctor classes four hours a week. You receive money from the college in return for some service. This is not boondoggling or make-work. The job you do is a necessary one. The college, by paying you to do it, is providing you with an opportunity to earn part of your college fees.

Such institutions as Yale, Harvard, Swarthmore, and Tuskegee are a few of the many noted and respected colleges that operate the working scholarship plan.

Shall I Work My Way Through College?

Questions frequently asked by high school graduates preparing for college are: Shall I work my way through college? Will my marks suffer? Will I be able to participate in extracurricular activities if I work? Or will I be a has-been at college?

The answer is easy: You can work in college to help pay your tuition fees and still be active on both the honor roll and the football team. The large number of young men and women who are working their way through college and taking part in college activities indicates that what others have done, you can do, too.

Not many students do, or should try to, work full time. You don't go to college for that. But working part time will not hurt anyone. You can get high marks and go out for the debating team or the student newspaper and still work several hours a day. Frequently, when you do make good in some form of extracurricular activity, you may find that you can utilize that activity to make money for your college fees. For example, some student editors get lucrative jobs as campus correspondents for the Associated Press or metropolitan newspapers or the large regional newspapers. If you become a member of the college orchestra, you may find a paying job on Saturday evenings at the local dine-and-dance club.

There are advantages and disadvantages in working while going to college. You may find that you can't keep up with your studies. You may find that you are tired at night and can't study the way you should. You may also find that the work you are doing is dull or worthless. But if you need the money and it is a choice of either working or dropping out, cooking beans or scrubbing pans may not seem so bad after all.

There are advantages, too. You learn the value of money. You find that your paycheck each week, no matter how small, gives you a sense of self-esteem. And if your parents cannot afford to send you ready cash, you know that you are helping to keep yourself in college and not depriving them of more than they are already giving you. Some of the best leaders developed on or off the campus had to work. Benjamin F. Fairless, President of U.S. Steel, boasts of the time he served as club steward while attending Ohio Northern University. Harold Stassen, former President of the University of Pennsylvania, worked as bakery boy and store clerk while at the University of Minnesota. Many of our leading statesmen look back with pride at the time they worked their way through college.

Now, for a few tips:

1. If you carry a full-time college program, don't take a college job which requires more than three hours a day. Two hours is preferable, although on a five-day week you can safely go as high as four hours. Twenty hours a week of outside work should be the maximum. For this amount of time you should be able to earn your board and room.

2. Select, if possible, part-time work in which you are interested. It may be necessary to take any job just to earn money. But if you have a choice or are permitted any preference, seek the type of work which fits in with your own interests. If you do, you may find that the job will prove valuable to you as a training ground for your life work when you leave college.

3. Make whatever possible use you can of your special talents. If you are a musician, get into a band or orchestra. If you can take shorthand, get a secretarial job. If you sing, try to employ your talents in this direction.

4. Don't neglect your studies because of your part-time job. If you find your studies suffering, consult your guidance counselor. It may be necessary to find another job that is less time-consuming, or you may have to rearrange your own program temporarily to carry both your job and your courses.

5. Don't neglect your health. It is essential that whatever job you have be within your physical capacities.

6. Don't neglect extracurricular activities. No matter what your part-time job, it is necessary that you continue as part of the college community. Arrange your program so that you can participate in those activities in which you show interest or talent. Part-time work can never serve as an adequate substitute for a full college program, which includes extracurricular fun as well as the Dean's honor list.

7. Don't try to make money out of going to college. You may end up with money in the bank, but that should not be your goal. Once you leave college, you will be in a position to earn money to make up for the four years you have been in the classroom. Earn enough to pay your expenses, or to make up the difference between what your family can give you and what you need. Don't take a job just for the sake of working. There may be another student who needs that job to remain in college.

There are two important considerations to remember: On the one hand, don't feel that it is a disgrace if you have to work to earn part of your college fees. And on the other, don't go on the theory that you are in college just to see how many hours a day you can work on the side.

CHAPTER SEVEN

Admissions and Accreditations

At first glance, getting into college is a complicated venture. Sometimes a student may get discouraged at the sprawling, complex, devious route that he must take before he finally gets his acceptance from the institution of his choice. And sometimes he must be content to take his second or even third choice. No wonder that many students, and more particularly their parents, are baffled and bewildered by it all.

"The colleges charge enough," parents frequently complain. "Why do they make it so difficult to get in?"

Actually, it is not difficult if the correct steps are taken and if you understand the philosophy behind college admission practices. Like any other individual or concern, the colleges do not want to take undue risks. They do not want to get the reputation of admitting failures. They are anxious to admit students who have a reasonably good chance to stay in college, to succeed in their work.

First Steps in Securing Admission

There is a definite procedure for applicants to follow. The first step is to decide upon the college (or colleges) that you would like to attend. Your job, in a sense, becomes one of elimination. You may start with fifty colleges that are in your field. By the process of elimination, you may bring your list down to twenty. You may find that each one of the twenty on your list would meet with your approval. If that is so, you are indeed fortunate, because the likelihood is strong that among this large number at least one college will accept you.

It is not easy, when you are a high school student and are confronted with nearly 2,000 colleges, universities, and technical institutions, to make up your mind. There are 1,886 degree-granting institutions in the United States, Alaska, Hawaii, and Puerto Rico. But, in practice, the choice is not quite so difficult as it sounds. Certain factors, whether financial, geographic, social, or economic, tend to delimit the list of colleges from the start. If the student wants a men's college, his list is already cut considerably. If he wants a New England college, he has a smaller group from which to choose. If he is interested in a pre-medical course, the list is cut still further. And if he wants a small, traditional college, the narrowing process continues apace.

CHECK REQUIREMENTS WITH YOUR GUIDANCE COUNSELOR. Let's be realistic. You can't list five colleges—say, Harvard, Yale, Princeton, Dartmouth, and Columbia—and sit back, waiting to be accepted. You can't, that is, if your record would preclude your being accepted in any one of them. If, for example, you are in the lower 10 per cent of your graduating class, if you failed a half dozen subjects, and if it took you five and one-half years to complete your high school course, you are not a likely candidate for one of the big seven, or, for that matter, even for one of the little seven. Before you apply to a college, check the requirements with your guidance counselor, or your principal, or whoever in your school is responsible for helping students enter college. The counselor would know, or be able to find out, whether you have a chance to enter Cornell or whether because of your high school record it would be better for you to apply to an institution that does not have the high entrance requirements of an Ivy League college.

WATCH YOUR GRADES. What do colleges want? That question has been asked dozens of times. Are grades important? Categorically, it can be said that they certainly are. Whether we approve of the policy or not, most colleges, regardless of their prestige or standing, base their judgment of the student's record on his scholastic grades. An "A" student does not have much to worry about; he can get into almost any college. A "B" student is in pretty good shape; he'll get, if not his first, then his second or third choice. But a "C" or "D" student had better start worrying—and raising his grades fast. He is in serious trouble.

Several years ago I made a study of the admission requirements of American colleges and universities. The study, sponsored by The Tuition Plan of New York, was published by Harper & Brothers under the title of *Admission to American Colleges*. On the question of scholastic attainments of students, these conclusions, based on a study of 450 leading liberal arts colleges of the nation, were reached:

1. An overwhelming majority of the colleges prefer students who have made the highest scholastic records in high school.
2. A majority of the colleges modify their desire for high marks with the statement that the student, in addition to being intelligent, must be a well-adjusted individual in other respects.
3. Colleges are not so concerned with the pattern of courses as they are with the general record of the student in high school. To get into college, however, the high school student will usually have to take work in such fields as English, social science, natural science, mathematics, and modern languages.
4. Students in the lowest quarter of their graduating class will find it difficult to get into any college except where state laws make their admission mandatory.
5. A combination of high marks, good academic program, and well-balanced personality is the safest assurance for the student to get into the college of his choice.

Your rank in the graduating class is important, too. For example, if you are fifth in a graduating class of 350, you are high in the scholastic parade. But if you are fortieth in a class of 55, regardless of your actual grades, you are not so well thought of by most colleges. This, of course, can be most unfair. Being fortieth in a class at the Horace Mann School or the Bronx High School of Science, where the standards are extremely high, may be more to your credit than being second or even first in some smaller high school where the standards are exceptionally low. But the first impressions are the best, and you make that first impression at the college of your choice by coming to it with a high academic record.

Beyond grades, though, it's your total personality that counts. Many colleges want to interview you personally before you are accepted. Frequently, the colleges have alumni representatives in your locality who will interview you. On the basis of their judgments, you will get further consideration or you will be entirely eliminated from the list of potential applicants. You can't prepare for an interview. Of course, if you are anxious to get into college, you will be nervous during the ordeal. But the only suggestion to be made is: Be yourself. Remember what Arnold Bennett once said: "A young man trying to make an impression gives the impression of a young man trying to make an impression." Don't try to make an impression; try to be natural.

Many factors go into your personality. It is something that has taken 16, 17, or 18 years to develop. Basically, colleges want students who have good character and the ability to get along well with others. They want students who can co-operate with their classmates as well as with faculty members. They want students who are emotionally mature, who are serious, who know what they want out of college and how to go about getting it. Personality is difficult to define, yet we recognize it when we see it. How often have we said, "Mary is such a sweet girl. She'll get along anywhere." Or, "John is O.K. With his personality he'll go far in college." We can sense it, but we cannot define it. Perhaps personality, after all, is merely our way of saying that someone is well-poised, considerate, emotionally mature, happily adjusted, and intelligent. At any rate, all these factors go to make up the personable young man or woman. And that is the type of student that colleges seek.

The Basic 15 Carnegie Units

For the most part, American colleges and universities require the traditional 15—or sometimes 16—Carnegie units. These units are simply a standardized way of measuring a student's high school work.

Sometimes, however, the student takes work in high school that is not acceptable by the colleges. Such courses as manual training, shop work, typing, or vocational subjects do not, as a rule, fall within the scope of "college work." An eight-year study, made under the direction of the Progressive Education Association in the late 1930's, suggested that students can do as well, if not better, in college if they took subjects that did not necessarily conform to the traditional college requirements. After World War II, some colleges permitted veterans to enter without the traditional subjects. Even though the veterans, for the most part, showed that they could carry a college course despite their lack of traditional courses, the colleges are still reluctant to open their gates to students who are so-called non-conformists. Therefore, it is essential for the high school student who expects to get into college to learn what the college expects of him and to take at least the required minimum of recognized subjects. It is a sad awakening when high school boys and girls find, upon applying to a college, that their courses in music, in art, in vocational agriculture, or in bookkeeping are thrown out the window. They have sometimes taken only 12 Carnegie units, and are asked to take a post-graduate high school course and apply again next year.

A majority of American colleges now require four years of English, a year of algebra, a year of plane geometry, two years of a foreign language, one year of natural science, and one year of social science. There are variations, of course. Some colleges do not require a foreign language; you can offer an extra year of mathematics or science instead. Some divisions within a college are more lenient than others; you have more leeway, for example, if you seek to enter the agricultural division of the University of Rhode Island than if you apply to the university's engineering department. The agricultural student will not need to offer so much mathematics and science. And rightly so, because the course he will follow will be different from the one his fellow student in the engineering school will take.

However, it is good to note that the colleges and universities are becoming more flexible. They are not so rigid or hidebound as they were a quarter of a century ago. Some wedges have been made in the entrance requirements. The Carnegie units are not considered so sacrosanct as they were in years past. The colleges pay more attention to the all-round performance of the student and to the recommendations of the principal. There is less emphasis on Latin and no emphasis at all on Greek, the two "required" subjects of a century ago. Even a foreign language is not a "must" in some of the better "name" institutions.

But, for the time being, good advice to all high school students is: Take enough "basic" courses so that you will not be at a disadvantage when you apply for college. Be certain that you have the required number of Carnegie units. Thereafter, you can afford to experiment. In the meantime you will be forced to mold your own high school education to include 15 or 16 Carnegie units in English, algebra, geometry, foreign languages, physics, chemistry, social science, economics, biology, and history.

Entrance Examinations

Many students ask: Why do I have to take examinations to enter college if my high school record is satisfactory? Some colleges want to check on the grades that students make on their high school record, and examinations are one way of doing just that. Other institutions believe that a series of tests will provide additional information which can prove useful in making the final judgment concerning a candidate. This is particularly true if the candidate is a borderline case and the college is not certain whether he will measure up to its standards.

Sometimes the tests are used to supplement the existing data on the student and help classify him according to his aptitudes and abilities. Many colleges require that their students take tests in a number of areas. The most common tests are: psychological, placement, general aptitude, guidance, achievement, personality, and reading. It is traditional that the students take a physical examination.

Some colleges, on the other hand, are satisfied with the student's high school record, his letters of recommendation, and his evaluation by the principal or by responsible members of the community.

COLLEGE ENTRANCE BOARD TESTS. Probably the most commonly known series of tests are those given by the College Entrance Examination Board, located at Princeton, New Jersey, although in no way connected with the university of that name. At present, nearly 200 institutions are members of the college board and the number is growing steadily. In addition, many colleges that do not actually require a college board examination recommend it and use the results to help determine which students are to be admitted. But if you want to enter any one of the Board colleges—and they are among the most famous "name" colleges in the land—you will have to take a Board examination. The examinations are divided into three fundamental groups:

1. The Scholastic Aptitude Test. This test includes a verbal and a mathematical section.
2. The Achievement Tests. Ten subjects are included: English composition, social studies, French reading, German reading, Latin reading, Spanish reading, biology, chemistry, physics, and spatial relations. Students may take three of these tests, each lasting one hour.
3. Comprehensive Mathematics Test. This test goes into the candidate's knowledge of algebra, plane geometry, trigonometry, logarithms, and solid geometry. It is designed primarily for pre-engineering students.

The College Entrance Examination Board has three main offices: New York City, Princeton, New Jersey, and Los Angeles, California. Customarily the tests are given six times a year: in December, January, February, March, May, and August. More than 300 examination centers are located in all parts of the country. The applicant seldom has to travel much more than fifty miles to take a test. The entire battery is now telescoped into a single day, with morning and afternoon sessions.

When the results of the examinations have been tabulated, they are sent directly to the colleges listed by the applicant. The student never sees the results of his tests, although he may, through his guidance counselor or his principal, get a general notion of how he stands. Occasionally, because a student may be ill, or worried, or emotionally disturbed at the time, he may feel that the examinations did not accurately reflect his intelligence. In that case, it is quite proper, and even recommended, that he retake them at a later date.

After the examination results are sent to the colleges, the student can do little more at this point. The colleges utilize the tests in different ways. The colleges that are members of the College Board place great stress on the tests; other colleges merely use them in an advisory capacity or to supplement the information they already have from other sources. The first co-operative tests were provided in 1899. Prior to that time, the colleges gave their own tests, and students were hard-pressed to prepare for more than one institution at the same time. The present system has proved valuable for both student and college, although it is questionable whether the colleges should place quite so much emphasis on these tests as some of them do.

A word of advice: Even if you do not plan to attend a college that requires the College Entrance Examination Board tests, take them anyway. Not infrequently, students who had neglected to take them find, upon applying to a college, that they need the results. As long as examinations are still considered evidence of scholastic achievement and as long as so many institutions require the College Board tests, every potential college student, regardless of where he plans to go, should take these tests.

How Colleges Are Rated

The question of accreditation is important for all students to consider when selecting a college. This often-abused educational term simply means: Is the college of your choice accepted as being of high enough standards to meet certain minimum requirements? Accepted by whom? As present there are six regional accrediting agencies:

1. Middle States Association of Colleges and Secondary Schools, Commission on Institutions of Higher Education, 15 Park Row, New York 38, New York.
2. New England Association of Colleges and Secondary Schools, Lawrence Hall, Harvard University, Cambridge 38, Massachusetts.
3. North Central Association of Colleges and Secondary Schools, Commission on Colleges and Universities, 5835 Kimbark Avenue, Chicago 37, Illinois.
4. Northwest Association of Secondary and Higher Schools, Commission on Higher Schools, Seattle University, Seattle, Washington.
5. Southern Association of Colleges and Secondary Schools, Commission on Colleges and Universities, 316 Peachtree St., N.E., Atlanta, Georgia.
6. Western College Association, Fresno State College, Fresno, California.

In addition to the regional groups, there are numerous other agencies in the accrediting field, including the state accrediting agencies and the state departments of education, which place their stamp of approval upon a college or university. Each of the major professions has at least one accrediting agency of its own, whether it is the profession of law or the field of journalism. Students will do well to select colleges or universities with the stamp of approval of the recognized accrediting bodies within the state, region, or nation. Students should send to the College Entrance Examination Board, Princeton, New Jersey, or Los Angeles, California, for its *Bulletin of Information.* It is free and gives advice to candidates and parents, dates of examinations, registration and fee, description of tests, and sample questions. Also, the *College Handbook*, describing the member colleges of the College Board, is worth owning.

CHAPTER EIGHT

Military Service and the Student

Any plans for entering college must take into consideration the effects of military service. Men of military age—from 18 to 26—may find that their best-laid college plans are disrupted by a call to service. Before entering college, or before selecting the course of studies he is to follow, the student of draft age must understand the place of military service in his life.

Who Can Get Draft Deferment?

The United States has a liberal policy covering draft deferment. The government believes that a college-trained man can be highly useful to the nation, whether in peace or war. Despite early criticisms leveled at the program, it has worked out successfully and is now generally accepted as being fair and equitable.

Students who reach draft age and are called to service may be exempted or have their service postponed if they show evidence of doing good work in college. Twice a year the Selective Service System conducts a nationwide test, under the auspices of the Testing Service Bureau of Princeton. The test is divided into two sections: one measures general intelligence, and the other measures mathematical or scientific abilities. There are 75 items in each section. Both parts are given to the students on the same day.

Students who make a score of 70 or better may get draft deferment. Those seeking deferment for graduate work must show a score of 75 or better. The student takes the test only once, his score then remains part of his permanent record.

The score on the test is not the final rating that the draft-age student gets. He also is rated according to class rank. Students in the upper half of their freshman class may be exempted. In the sophomore year the students must be in the upper two-thirds and in the junior year in the upper three-fourths of their class. Taken together with the test score, college rank gives the draft board a fairly good indication of the ability of the student.

In practice, this has meant that somewhat more than 50 per cent of the men eligible for military service have been deferred. If the students keep up the standards established by the Selective Service board, they will continue to be deferred until they finish their college career. Your continuance in college will depend on your grades. However, you may be called anyway, if your local Selective Service board is asked to increase its quotas.

Since today's Army is an army of many specialists and technicians, its complex machinery requires persons who understand how to work with machines, how to read directions, how to solve many kinds of problems, how to learn new skills. This kind of know-how is not something that one just picks up. Background for the kind of jobs you will be asked to do in the Army is acquired through education.

G.I. Bill of Rights for Veterans

Formerly those students who were drafted or who entered the service had valuable college assistance ahead of them when they were released. The Korean veterans have benefits that in many respects resemble the G.I. benefits that followed World War II. Each veteran who receives an honorable discharge after at least two years of service is entitled to four academic years of college training.

Those who served for less than two years were entitled to college benefits for one year plus the amount of time they had been in uniform. The men (or women) receive varying amounts depending upon their marital status and dependencies. A single veteran, without dependents gets $110 a month; a married veteran, $135 and a married veteran with children, $160.

Unlike the procedure under the earlier G. I. Bill, the money is paid directly to the student, who is required to give proof that he is attending a recognized institution. He may choose the college or university that he wishes to attend, whether a private college, a public one, a church-related institution, or some other kind. However, many thousands of Korean veterans have not claimed the benefits coming to them.

Because the law has been changed these benefits no longer apply to men who enter the service now.

ROTC on the Campuses

In determining your college, you may be influenced by the type of Reserve Officers' Training Corps program offered on the campus. Men of draft age, in particular, are now turning toward the 800 various Reserve Officer programs in the Army, Navy and Air Force that are found on more than 300 of the nation's campuses. The increase in recent years has been remarkable. During World War II, many colleges added Reserve programs, and they have been retained. The number grew after the Korean conflict began. Many students feel that by going to college where they can take a Reserve program, they can get four years of college and then enter service better equipped to do their duty as American citizens.

The Army's ROTC program is found on more than 200 college campuses. It is responsible for the training of tens of thousands of men who step out each year to become second lieutenants. Recently the Air Force has brought units to nearly 200 campuses, too. These units are beginning to attract increasingly large numbers of men. The fact that it is getting difficult to enter the Reserve programs is an indication of their growing popularity.

Shortly before World War II, the Navy began to establish a few Navy ROTC units, which were expanded under the

"Holloway plan" in 1946-1947. Each winter, more than 50,000 students take a Navy College Aptitude Test, conducted by the College Entrance Examination Board for the 10,000 positions open in this branch of service. For each of the four college years, the winners get free tuition, books, and uniforms, as well as a $600 annual allotment for room and board at one of the NROTC colleges. Upon graduation the Navy trainee is commissioned as a Navy ensign or a second lieutenant in the Marine Corps and must serve approximately two years of active duty. Thereafter, he may return to civil status with a commission in the reserve or choose a permanent career in the Navy.

What Course for the Future Veteran?

The student should not change his course of studies because of the prospect of later military service. The Army does not give any preference, as far as draft deferment is concerned, to students in the field of liberal arts, science, or engineering. Actually, all areas are important for the future welfare of this country.

However, for many students the decision to go to college may be delayed until they have completed their military service. Some men would rather "get it over with" and do not ask for draft deferment. Others are called into service because they cannot meet the requirements established by the Selective Service System.

Educational opportunities are available in the service. No matter what branch you enter or where you are stationed, the United States government has set up a widespread system of school and college training. Many of these courses are recognized by the colleges and universities.

Consult with the college officials before you embark upon your Army, Navy, or Air Force career. You may find that by taking courses at camp you can build up a reserve of credits which will enable you to enter college with advanced standing upon your return. The military services provide a tremendous range of educational subjects, starting with elementary school and going through college. But to take advantage of this offering, it will be necessary to map out a definite program covering the fields you want to undertake. Since the military services pay the bulk of the costs for these courses, you can save money as well as time by planning a systematic course of studies while you are in service.

Just what the future will be for students of draft age is uncertain. In one form or another the draft will continue. This will mean that all male students will have to concerned with the prospect of joining the colors for two years.

If you are of military age, you should check with your guidance counselor to determine whether you will be deferred. If you are in high school, as you approach the age of 18 you should likewise decide on the course you are to follow in the event you are drafted.

BUREAU OF EDNL. & PSYL. RESEARCH
1429
LIBRARY
25-6-57

Section 2

THE DIFFERENT KINDS OF COLLEGE EDUCATION

CHAPTER ONE

The Liberal Arts College

When a young man or woman says, "I'm planning to go to college," the first question to be asked is, "What kind of college?" Many types exist. You can attend anything from a technical school that will give you a short course in auto mechanics to a university that will give you a Doctor of Philosophy degree after seven or eight years of diligent study.

The most common type of college, and the one most high school graduates enter, is the liberal arts college, but even here there are various forms. The U.S. Office of Education directory for 1955-1956 lists a total of 1,855 institutions of higher learning. Approximately 1,400 of this number offer liberal arts courses. Of these, 531 are on the junior college, or two-year, level. The remainder of these institutions, about 1,000 of which are accredited by their regional accrediting bodies, are "liberal arts" in origin.

But we must divide this still further. The directory provides the following breakdown of the existing institutions of higher education, both accredited and non-accredited: terminal-occupational (below bachelor's degree), 36; liberal arts and general education, 111; liberal arts and general, and terminal-occupational, 308; primarily teacher preparatory, 127; both liberal arts and general, and teacher preparatory, 467; liberal arts and general, terminal-occupational, and teacher preparatory, 222; professional or technical only (not including teacher preparatory), 181; professional or technical, and teacher preparatory, 79; professional or technical, and terminal-occupational, 22; liberal arts and general with one or two professional schools, 135; liberal arts and general with three or more professional schools, 167; under this listing of the 1,855 colleges of the nation, 531 are the two-year, or junior college, type. This total of junior colleges differs somewhat from the American Council on Education figure, because the Office of Education has not listed separately some of the two-year institutions affiliated with existing four-year colleges and universities.

What Is a College?

As you can see, the choice of a college hinges around the question: What is a college? Good's *Dictionary of Education* defines a college as: "(1) An institution of higher education, usually offering only a curriculum in the liberal arts and sciences, and empowered to confer degrees; (2) A major division of a university (usually the division of arts and sciences), especially one that requires for admission no study beyond the completion of secondary education."

That there is uncertainty in the college ranks is recognized by Good, who observes: "In the United States, there is some confusion in the use of the terms university and college; some institutions of higher learning that are in reality colleges of liberal arts have been incorporated as universities and use the term in their name; some institutions incorporated as colleges are in reality universities containing graduate professional schools in addition to colleges of arts and sciences."

John Dale Russell, former Assistant Commissioner of the U.S. Office of Education in charge of the Division of Higher Education, points out in the volume *American Universities and Colleges* that the college may be the core or central unit around which the university is organized or it may be a separate corporate entity, completely independent of direct connection with a university. Columbia College, for example, is the central core around which Columbia University is organized. On the other hand, Amherst College, Hamilton College, and Williams College are separate entities, not connected with a university.

Purposes of the Liberal Arts College

The American liberal arts college is designed to give its students a sound cultural education. A student taking a liberal arts course is expected to emerge, after four years, as an educated, informed, literate citizen. In addition, the liberal arts college serves to provide the student with a preparatory, or pre-professional, program that will enable him to enter a professional or technical school at the end of two, three, or four years. And finally, the liberal arts college has taken on, in recent years, a vocational hue, providing the students with a vocational background, whether the vocation be that of Latin teacher or biochemist.

Control of the College

The colleges and universities of this country are under various forms of control. The student entering a college may want to know whether it is publicly or privately controlled, or whether it is controlled and supported by one or more of the various religious denominations. At present, 371 colleges are under state control, 281 are controlled by the city or district, 480 are under private control, 470 are controlled by Protestant denominations, 248 are controlled by the Roman Catholic church, and 5 are under control of Jewish congregations. Of the 2,250,000 students attending institutions of higher learning, just about one-half go to colleges that are publicly supported.

Land-Grant Colleges

There is still another important category—the land-grant colleges. Under the Morrill Act, signed by Abraham Lincoln in 1862, each state received a grant of public land for the "endowment, support, and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such a manner as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life." Today there are 69 land-grant colleges.

The land-grant institutions provide both male and female students with an opportunity to receive a liberal arts education, as well as one in agriculture, engineering, and other professions, at a minimum of expense. These colleges are free, or almost so, to residents of the states, although a growing number now charge fairly substantial over-all fees. Even so, the land-grant colleges and universities are cheaper to attend than the private institutions, and during the ninety years since their founding, they have helped expand educational opportunities for tens of thousands of high school graduates.

Student Bodies in Colleges

Although the majority of colleges in the United States are coeducational, a large number still operate as separate institutions for men or women. There are 216 institutions for men only, 244 for women only, and 1,395 for both men and women. Some of the traditionally famous colleges for men, such as Amherst, Colgate, Dartmouth, and Williams, as well as famous colleges for women, such as Bryn Mawr, Vassar, Mount Holyoke, and Smith, remain steadfast in their "men only" or "women only" attitude. But there has been a decided shift in attitude among many colleges. Most of the state universities admit women, at least to some part of their program. However, Alabama, Georgia, North Carolina, South Carolina, Texas, and Virginia offer separate degree-granting colleges for women in their state universities.

A growing movement toward the "co-ordinate" colleges has taken place in recent years. The men's and women's divisions are co-ordinated, although operated as separate entities. For example, Brown University, a college for men, operates Pembroke College as a co-ordinated unit. Harvard University co-operates closely with Radcliffe, where the teaching is done by Harvard professors. Barnard College is "co-ordinated" with Columbia University, the H. Sophie Newcomb Memorial College with Tulane University, Jackson College with Tufts, Douglass College with Rutgers University, Radford College with Virginia Polytechnic Institute, and Mary Washington College with the University of Virginia.

Accrediting Associations

The liberal arts colleges are in the midst of an upheaval on the question of accreditation. Until 1948 the Association of American Universities served as the accrediting body. But much opposition arose in some educational circles to the methods by which the association used its accreditation powers. Three hundred and fifty colleges were on the "No. 1" listing. Some felt either that the regulations governing this list were too stringent or that there were many Grade B colleges in the country. Perhaps a bit of both was true. At any rate, the A.A.U. no longer is in the accrediting business.

As a result, the top rating is now provided by the six regional organizations in the field of secondary schools and higher education. These are (1) the New England Association of Colleges and Secondary Schools, (2) the Middle States Association of Colleges and Secondary Schools, (3) the North Central Association of Colleges and Secondary Schools, (4) the Northwest Association of Secondary and Higher Schools, (5) the Southern Association of Colleges and Secondary Schools, and (6) the Western College Association. These six regional associations are loosely united into the National Committee of Regional Accrediting Agencies of the United States. A total of approximately 1,000 colleges and universities are on their accredited list. This is a fairly large proportion of the total number, since the regional groups do not consider non-degree-granting institutions to be eligible for this list. In addition, five regional groups (all except the Western College Association) accredit junior colleges. Over 500 are on the list of approved two-year institutions. Thus a total of more than 1,500 of the nearly 1,900 institutions of higher learning are accredited by the six regional associations.

The others are on various other lists. Some are approved by the state education departments, some by educational associations within the state, and some by religious groups. But the standards vary widely. Some states are far too lenient in offering degree-granting rights to institutions of higher learning. As a result, it is important for the high school graduate seeking a college or university to learn whether it is accredited and by whom. This is particularly necessary for students who intend to continue with their college program and enter a graduate school or a professional college, for they may find, to their chagrin and dismay, that the credits they have taken at an unaccredited institution will not be accepted by the professional school. For some of the professions, such as medicine, dentistry, or social work, the standards are extremely high, and the students from accredited colleges usually get first preference.

In addition to the regional accreditation for the liberal arts colleges, a number of accrediting groups exist in the professions themselves. These voluntary accrediting bodies have the power of virtual life and death over the professional career of their members. Only those institutions that meet the established standards of the professional accrediting body are admitted to membership. The American Medical Association, for example, through its important accrediting powers, has forced out of existance all Grade B medical schools. It is entirely unlikely that any medical school could exist without AMA accreditation.

National accrediting associations—sometimes there are more than one, and internal conflict ensues—exist in virtually all the recognized professions. Such fields as architecture, business, chemistry, dentistry, education, engineering, forestry, journalism, law, librarianship, medicine, music, nursing, optometry, osteopathy, social work, theology, and veterinary medicine are regulated by professional accrediting associations. They maintain lists of institutions whose work is judged to be sufficiently high to be worthy of a place on the accepted roll of colleges.

Various standards are used to place the colleges, professional schools, and other institutions on the accredited list. The six regional groups, for example, use such standards as criteria for admission of students, graduation requirements, faculty, income, buildings and equipment, preparatory schools attended, educational practices, and inspection.

New accrediting procedures are now under way. Seven powerful educational associations have joined to form a National Commission on Accrediting. Members of the new body consist of delegates from the following national groups: the American Association of Junior Colleges, the Association of American Colleges, the Association of American Universities, the Association of Land-Grant Colleges and Universities, the Association of Teacher Education Institutions, the Association of Urban Universities, and the National Association of State Universities. The new accrediting body is expected to have a powerful influence in improving the chaotic conditions that exist in the accrediting field, and at the same time in strengthening higher education generally.

The National Commission on Accrediting has called upon the six regional associations to assume responsibility for institution-wide evaluation of colleges and universities within their respective areas. This list of accredited institutions, published by the National Committee of Regional Accrediting Agencies, is approved by the National Commission on Accrediting. The list is revised annually and is available through the organization by writing to the National Committee of Regional Accrediting Agencies, Johnson Chapel, Amherst College, Amherst, Massachusetts.

College Admissions

To enter a liberal arts college, it is necessary to have a high school education or its equivalent. Colleges determine fitness of their students in two ways: by accepting their high school record or through a series of examinations—or both. With the end of World War II, many veterans wanted to enter college, even though they did not possess a high school diploma. During the war, they had improved their educational background by taking various correspondence and other courses. With the aid of the American Council on Education, a General Educational Development test was created. The level of learning possessed by the young man or woman could be assessed in terms of high school units.

At present, 46 of the 48 states permit veterans to establish high school equivalency through the General Educational Development test. For the most part colleges and universities accept the recommendations of the state educational authorities concerning these examinations. Some of the states even permit non-veterans to take the G.E.D. test to determine their "equivalency" for entering college.

By and large, colleges and universities require a certain number of Carnegie units, usually 15. The Carnegie units got their name from the Carnegie Foundation for the Advancement of Teaching, which first defined this measurement for potential college students. The National Conference Committee on Standards of Colleges and Secondary Schools described the Carnegie units in this manner:

> A unit represents a year's study in any subject in a secondary school, constituting approximately a full year's work.

College Curriculum

Traditionally, the liberal arts college is a four-year institution granting the bachelor's degree. However, during the World War II days, many colleges adopted an accelerated program, by which the student received his degree in three years. Colleges operated all the year around; the summers constituted the third session. When the war ended, the colleges began to go back to the four-year program. The acceleration caused too great a strain on both students and faculty members. Summer schools still make it possible for students to accelerate their program.

In the liberal arts college, the first two years, as a rule, are devoted to general education. Although there is considerable leeway, depending upon the college you enter, you can expect to take such courses as English, foreign languages, mathematics, natural science, and social studies. Various "plans" have been adopted by colleges—the Columbia plan, the Chicago plan, the Amherst plan, the Princeton plan—to give distinction and originality to the college curriculum. But in the main, the "plans" all have the same fundamental purpose, giving the student a broad, sweeping view of the various major educational fields.

When he enters the third year, the liberal arts student is asked to concentrate on a field of study, commonly called a "major." He then begins to specialize in this major field, although he is also expected to take one or two "minor" fields of specialization. Students who desire to continue with professional programs are frequently permitted, during the fourth year, to combine their liberal arts work with their career courses. For example, such fields as law, engineering, or medicine will permit students to combine the two programs during their senior year in an undergraduate or liberal arts college. Frequently the student will be granted two degrees, one in liberal arts and one in his professional program, at the completion of the combined curriculum.

Although the Bachelor of Arts and the Bachelor of Science are the most commonly accepted four-year liberal arts degrees, there are many variations. The Bachelor of Arts is commonly awarded in such fields as education, library science, business, and social science. In addition, the professional fields also offer the Bachelor of Arts in architecture, chemistry, music, education, nursing, or speech.

In science, the B.S. offers an even greater range. Here are a few possibilities: B.S.A.—Bachelor of Science in Agriculture; B.S.A.E.—Bachelor of Science in Agricultural Engineering; B.S.C.—Bachelor of Science in Chemistry; B.S.D.—Bachelor of Science in Dentistry; B.S.Ed.—Bachelor of Science in Education; B.S.F.—Bachelor of Science in Forestry; B.S.J.—Bachelor of Science in Journalism; B.S.N.—Bachelor of Science in Nursing; B.S.S.—Bachelor in Social Science; B.S.B.A.—Bachelor of Science in Business Administration.

The list is seemingly endless, nor is there any set rule as to what the designations may mean. For example, B.S.A.E. may mean Bachelor of Science in Aeronautical Engineering, Bachelor of Science in Administrative Engineering, or Bachelor of Science in Agricultural Engineering. In addition to the commonly recognized B.S. or A.B., there are such Bachelor's degrees as B.C.E.—Bachelor of Civil Engineering; B.C.S.—Bachelor of Commercial Science; B.E.—Bachelor of Education (this could also mean Bachelor of Engineering or Bachelor of Expression!); B.H.L.—Bachelor of Hebrew Literature; B.O.—Bachelor of Oratory; B.V.A.—Bachelor of Vocational Agriculture; and B.C.P.—Bachelor in City Planning.

These degrees have one thing in common: they require four years of college study, and they contain a liberal arts or science base. These are the variations that make American higher education so dynamic and so alive. New degrees, it would seem, are added every week. You can find in college just about any subject or any field that fits in with your own desires, qualifications, background, or interest. Some statistically minded educator once figured out that the student working for the A.B. degree can take 17,178,652,187,817,120 different combinations of subjects. And even at that, he would not have exhausted the number of courses available to him. Going to college can become an astronomically exhausting field of speculation!

Fields of Specialization

The fields of specialization are constantly growing in number and in scope. It is sometimes difficult to determine where a liberal arts major ends and a profession begins. Some of the majors, such as the medical sciences, astronomy, or psychology, are indeed professional in scope and in nature. However, the liberal arts student, in specializing in a major course, at the same time is required to take a considerable number of subjects dealing with the humanities. That is, he is required to do so in the better liberal arts colleges. In some institutions the student can begin to specialize early and end his four years with only a smattering of work in the liberal field.

The liberal arts student has a wide variety of choices available to him when he enters college. Unlike the student who enters a technical school, teachers college, or professional school, the liberal arts student is not limited to the basic requirements of the profession itself. He has more room in which to experiment. Frequently the student may not know until near the end of his second year in college just what field of studies he wants to take as his area of specialization. For the most part the liberal arts programs are so devised that the student need not decide on his major until he starts his junior, or third, year.

Too many students are unduly concerned when they enter college because they have not decided upon their major. This should not cause any great worry. You will sometimes be in a better position to decide upon it after the first or second year. Besides, liberal arts colleges today frequently permit a student to take four years of general education without branching off in the last two years in any special field. You may even continue with "general education" or cultural courses through your master's degree in some graduate schools.

College Calendar

Another item of interest to students is the arrangement of the academic year. When does college begin? When does it end? And what about summer vacation? Through custom and tradition a definite pattern has arisen to provide a degree of uniformity. For the most part, the liberal arts colleges—and most other colleges, for that matter—start between the middle and end of September and close between the first week in May and the last week in June. Regardless of the exact dates, the colleges attempt to give their students 30 weeks of work, commonly considered an academic year.

The most common plan is to divide the nine-month college year into two semesters. Most of the colleges do not admit students at the beginning of the second semester. Under the semester plan, colleges open late in September and run until early February. A break of about a week or two then takes place, for examinations, holidays, and so forth, and then the second, or spring, term opens. The summer holiday provides an opportunity for students to take additional work if they want to complete their course in less than four years, or to "make up" any subjects that they failed in the regular college year.

Another popular academic calendar is the quarter plan, under which the academic year is divided into three equal parts (not four as the word quarter might indicate). Sometimes the division is called tri-semester rather than quarter. At any rate, the academic year is divided into three terms of three months each. Colleges that operate under this arrangement frequently permit students to enter at the beginning of each of the three quarters. This type of academic calendar is more frequently found in the larger colleges or universities. The small liberal arts college, traditionally, operates on the semester plan, and frowns upon admitting students during the second semester.

How to Apply

Applications for liberal arts colleges are usually made early in the senior year in high school. Because many colleges have a large application list, it is wise to get your application in as soon as the college permits. This will usually be sometime between Thanksgiving and Christmas. Your principal or guidance counselor will help you fill out your various applications. Also, the college will want a transcript of your high school record. You can't send that in yourself; the school will send it directly to the college you have designated.

In addition to your transcript and whatever may be required of you, most colleges now ask that you take a physical examination when you come to the campus, and sometimes the college also wants a statement from your family physician. The student is almost always asked to give the names of references, other than relatives. The college secures confidential information from the persons whose names are thus provided.

There is a growing trend in the admission procedure to ask the candidate to write a short autobiographical statement covering not only his background, but his likes, desires, and hobbies. Frequently he is asked the blunt questions, "Why do you want to attend our college? What do you expect to get out of your college education?" The answers are important when the college is undecided about the candidate's admission, and they are valuable otherwise in giving the college a better clue to the student's ability to maintain the standards expected of him.

Many colleges require College Entrance Examination Board Tests. The members of CEEB have varying requirements in regard to their administration. The admissions director of each college will give the student applying for admission the specific information in regard to the procedure in his institution.

CHAPTER TWO

The University in Higher Education

The university occupies an important role in American higher education. Although this term is sometimes loosely used to refer to any institution that offers post-secondary education, it has a more precise meaning. As commonly defined, it refers to an educational institution that consists of an undergraduate college of liberal arts and science, one or more professional schools, and a graduate division, school, or department that goes beyond the baccalaureate degree.

There are about 200 educational institutions in the United States classified as universities. The American Council on Education points out that among the chartered universities may be found evening schools of business or law; normal schools; colleges of liberal arts offering only the bachelor's degree; colleges offering only the bachelor's degree but with programs outside the liberal arts, as in business administration, pharmacy, or music; and colleges offering advanced studies only as far as the master's degree, as well as those institutions which maintain graduate and professional schools and award the doctorate.

In early Colonial days, the institutions of higher education were called colleges. Harvard College, founded in 1636, did not become Harvard University until 1780. The University of Pennsylvania was known as the Academy of Philadelphia until 1755, and the College of Rhode Island became Brown University in 1804. The College of New Jersey became Princeton University in 1896, and King's College did not adopt the offical name of Columbia University until 1912. Some institutions, such as Dartmouth College, have retained their name even though they have become complex institutions—in effect, universities.

Curriculum

If it has any single distinguishing characteristic, the university differs from the college in the vast array of courses and subjects that it offers. The early attention to the classical languages, to the arts, and to the social studies gave way as the universities broadened their curricular base. Thomas Jefferson, in founding the University of Virginia, hoped to create "an institution meant chiefly for use" at which "every branch of science, useful at this day, may be taught in its highest degree." When Rensselaer Polytechnic Institute was founded in 1824, its sponsors wanted to afford "an opportunity to the farmer, the mechanic, the clergyman, the lawyer, the physician, the merchant and in short, to the man of business or leisure, of any calling whatever, to become practically scientific."

The early universities were controlled by either the church denominations or by private corporations. However, not long after the country was founded, the state began to step into the educational picture. The University of Georgia, founded in 1785, received state aid, but the University of North Carolina, founded by the state in 1789, is generally considered to be the first state-sponsored university. Forty-seven states maintain at least one university today. Only Pennsylvania does not control its own university, although the Pennsylvania State University gets financial support. This state also gives financial assistance to Temple University, the University of Pennsylvania, the University of Pittsburgh, and one or two others.

In addition to the state universities, a number of cities maintain municipal universities, controlled by the cities and supported by public taxes. There are 14 four-year municipal colleges and universities in the country today.

The Graduate Division

The graduate school is an important aspect of the university. More students are now attending graduate schools than ever before in American history, and the number is likely to increase. Many school systems now insist that high school teachers have the master's degree or its equivalent. Some industries, particularly in the scientific and technological fields, place a premium on men and women with the advanced degrees. The federal and local governments also seek employees who have gone beyond the conventional four years in college. All this has combined to make the graduate schools an important adjunct to the country's system of higher education.

ADMINISTRATION. For the most part, the graduate school is responsible for the students who seek a degree beyond the first level, or baccalaureate. Not infrequently, the school of education or some of the other professional fields fall under the purview of the graduate division. In some of the smaller universities, the graduate division is not a "school" at all, but simply a branch of the existing undergraduate program. In the university the head of the graduate school has the title of "dean" or "director."

ADMISSION. The selection of applicants to the graduate schools is more involved than admission to the liberal arts college. The most important requirement is that the applicant hold a baccalaureate degree from an accredited institution—or from a college that the graduate school is willing to approve, whether or not it is officially accredited by the regional body. But beyond the degree, the graduate school usually insists that the candidate show aptitude in the field he seeks to enter. For example, if the student wants to major in psychology and get his M.A. in this subject, he will have to convince the graduate school that he is an apt candidate. This may entail an evaluation of his undergraduate work, an interview with the head of the psychology department, a series of tests in the field, and the tests provided by the Graduate Record Examination Board offered by the Educational Testing Service at Princeton, New Jersey.

WHAT TO EXPECT. The graduate school is of one, two, or three years' duration, depending upon the degree the candidate seeks. If he desires a doctor's degree, he will have to plan on attending the university for at least one full year in residence. Most institutions will permit their students to complete their work for the master's degree by attending classes during the summer sessions. It may take four summers to complete the requirements. This is particularly common in the field of education, where the teachers spend their vacations acquiring credits toward their master's.

Although one academic year is the usual requirement for the master's degree, some institutions ask for two years of study. This is likely to be true in the case of special professional schools, such as those devoted to engineering, social work, or physics. Some schools provide graduate work on a "cultural" level, without regard to specialization; in a sense, it is an extension of the undergraduate program.

To students who go to a university for their undergraduate program, the existence of the graduate and professional courses of study may cause some confusion. But the curriculum is fairly well separated; the undergraduate courses are frequently numbered in the catalogue in a different manner from those for which graduate credit is attainable.

The graduate student must possess a high degree of scholarship. Most graduate schools require at least one foreign language and the preparation of a thesis involving original research. The trend of late, however, has been away from the thesis; institutions permit the students to substitute from two to four points of additional college credits, or to take a "problem" course. A written or oral examination—or, frequently, both—is employed in the graduate school before the candidate is awarded his master's degree.

DEGREES. Probably the most coveted degree in the graduate school is the doctor of philosophy. The universities do not permit large numbers to matriculate for this degree. The weeding process starts at the master's level. Before he can get his degree, the doctorate candidate must show proficiency in his own and one or two other fields, show competence in original research, and prepare a dissertation that will be a credit in his field, whether it be education, science, or something else.

Usually the universities require three years beyond the baccalaureate for the Ph.D. degree, at least one of which shall be in residence. You can't get this degree by going to summer sessions only. It is not enough to possess a master's degree to claim admission to the Ph.D. level; a special screening committee sits in judgment and determines whether you are qualified enough or show superior promise to be permitted to continue for your advanced degree. Proficiency in one or two foreign languages is usually required, as are an ability to do independent research and the mastery of a major together with one or more minors. In a sense, the pattern follows that set up for the master's candidates, but it is much more stringent.

HOW TO SELECT A GRADUATE SCHOOL. There are a number of important factors to consider when selecting a graduate school or university. First, and foremost, your choice of school will depend upon the subject that you want to pursue. If you are seeking graduate studies in the field of education, one of the better-known teachers colleges could probably give you what you want. If you want a course in psychology or in the social studies, you would go to a graduate school that has a reputation in this area. Or if you want an engineering or a technical or a science major, you may want to select the college that offers the most promise in this field.

Again, as in the selection of an undergraduate liberal arts college, the general reputation of the institution is important. How is it rated in the field by alumni, by industrial concerns, by educators, by learned societies? You might inquire about its libraries, its laboratories, its facilities for research. The competence of the teaching staff is more important than commonly recognized; through the professors, you will get the type of education that you seek.

SCHOLARSHIPS AND FELLOWSHIPS. Students seeking scholarship and fellowship grants on the graduate level will find that the competition is severe. Despite the tremendous sums spent on research, the field is limited for the student who is working for his master's degree. Beyond that, on the doctorate level, the number of fellowships and positions as research assistants increases sharply. Research fellowships are provided by the government, by industrial concerns, by foundations, and by professional societies. As in the case of students who receive scholarships on the undergraduate level, various criteria are used to determine the winners. On the graduate level, the question of maturity is important. Is the candidate a mature scholar? Does he have a good academic record? Is he competent to conduct the research involved in the program? Positive answers to these and similar questions are necessary to get top consideration for the awards.

HOW TO APPLY TO GRADUATE SCHOOLS. Those students who want to continue with their college careers and enter graduate schools would do well to take that fact into consideration even while considering the undergraduate college. Whether you can enter a graduate school may depend, for example, on where you took your liberal arts program and what course of studies you pursued. Not infrequently, college graduates with good undergraduate records are turned down for admission to graduate schools because their courses did not fit in with the graduate work they wanted to take.

If you have taken the essential courses at an undergraduate college, and if your marks are high enough—a "B" average is expected for graduate work—and if you show promise in the field of your choice, then the way to apply is not complicated. Actually, it is not much different from applying for your freshman year in college. Make a list of colleges that offer graduate work in which you are interested, narrow down this list to include not more than five or six, and then make formal application. The applications should be made early—in the first semester of your senior year. Since the colleges may want to interview you—most of them do—and since you will be expected to take various graduate tests, it is best to start the admissions machinery early.

IS GRADUATE SCHOOL WORTH WHILE? The questions you will ask yourself—if not now, then when you are ready to apply to a graduate school—are: Is it worth while? Shall I go to college for another year? What will I get out of it? Graduate schools today are essential for the man or woman who wants to rise to the top in his profession or field. A graduate degree will be valuable in such fields, for example, as teaching, social work, physics, psychology, or the physical sciences. Indeed, it is difficult to name one profession that does not need a graduate degree if you are to do full justice to yourself and your community.

CHAPTER THREE

The Junior Colleges

The junior college movement has made an important contribution to American higher education. It is not, comparatively speaking, an old development, having started just about a half century ago, but it is an extremely significant development. Indeed, the American junior college is unique in the field of higher education. Nothing quite like it exists in any other part of the world. Evidently the two-year college met a distinctly American need, and it has grown at a phenomenal rate.

One of the major decisions that any student about to enter college has to make is: What type of college shall I attend? One choice lies between a two-year junior and a four-year traditional college. What are the advantages and the shortcomings of the junior college and how does it differ from the senior institutes? Who should go to junior college? Does the choice of a junior college preclude the ultimate transfer to a four-year college?

What Is a Junior College?

Many students want to know just what a junior college is. You can't blame them for wondering. There is confusion in the craft itself. There is no one answer. Basically, a junior college is an institution that offers a two-year college program, equivalent to the first two years in a traditional college. At the end of the two years, the student may, if the college is so authorized, receive the Associate in Arts or the Associate in Science degree. Or he may get a certificate attesting to the fact that he has gone to college for two years.

But there are different types of junior colleges. Some of these institutions offer terminal programs; at the end of two years, the student has completed work that will enable him to enter a semi-profession or a field of work that does not require more than two years of college study. For example, he can take a terminal program in agriculture, in the arts (fashion design, interior decoration, radio broadcasting, photography), in business education (accounting, advertising, insurance, merchandising), in cosmetology, in food trades, in printing, or in laboratory technology.

Or, if he so desires, he may take junior college work that will prepare him for the last two years in a traditional college. These courses are commonly referred to as "parallel courses"—that is, the first two years are parallel to the first two years of any recognized four-year college. Under this arrangement, the student can either take a straight liberal arts program and then transfer to a four-year institution, or he can take a pre-professional course and then enter a professional school. There is usually no difficulty, if the student does well in his first two years in a junior college, about transferring to a senior institution or to a professional school that requires two years of pre-professional training.

There is still another type of junior college, referred to as the community junior college. This institution serves the local community, whether high school graduates or the adults within the community who may want further training. The community college is designed primarily for the members of the community. The student can attend this college at little expense—it is usually within commuting distance.

Writing in *American Junior Colleges*, issued by the American Council on Education, Dr. Lawrence L. Bethel, one of the leaders in the junior college movement and President of the Fashion Institute of Technology of New York, points up the purposes of the community college this way: "The community junior college establishes its function in terms of the needs of the geographical area in which it is located. This contrasts it with the national or international college or university. A national college that happens to be located in a rural area may just as appropriately offer curricula in engineering as curricula in agriculture. In contrast, the community junior college located in a rural area would attempt to provide the curricula that would be used directly in that rural area."

The functions of a community junior college are enumerated by Dr. Bethel as follows:

1. An extension of education to meet the added requirements of life and work.
2. Preparation for further college study—the transfer function.
3. Continuing education—opportunity for part-time education as the need and interest arise.

EXTENSION OF EDUCATION. Many high school graduates feel that they cannot continue for four years of college. Various factors may influence this decision. It may be the question of money, for a campus college is expensive. It may the question of need; the student may feel that in two years he can get all he needs for his life work. It may be the question of time; some girls may believe that two years of college are enough, particularly if marriage is in the offing.

The junior college is in an admirable position to provide a sound two-year terminal program. It is far better to go to a junior college for two years and receive a competent course in whatever field you may choose than it is to go to a traditional four-year college and drop out at the end of two years. In the latter case you would be dubbed a failure, whereas by going to the junior college you would complete the course.

THE TRANSFER FUNCTION. Some students enter a junior college with the definite plan to transfer at the end of two years. Senior colleges generally will accept these transfer students if they come from accredited junior colleges. The student may be able to afford a junior college for two years, and then, by working, save enough money to go to a traditional college to complete his career. It has been found that where many junior colleges exist, such as in California, the senior colleges get a larger enrollment in their last two years than is the case where there are few junior colleges. This would indicate that if the student is helped to obtain his education in the first two years of college, he is more likely to complete his full course.

Moreover, in some parts of the country, there are not enough senior colleges to meet the demand of those who desire to enter. This was especially true after World War II, when the veterans came to the campuses, and it may be true again when the rising birthrate makes itself felt on the college level. It will then be a question of building more senior colleges or utilizing the junior institutions to meet the needs of the growing population. It is easier to develop junior and community colleges than it is to found four-year institutions of Grade A rating. A definite trend has arisen that appears to favor the use of junior colleges as transfer institutions. This can work to the advantage of those students who seek a college near their homes for their first two years.

A word of caution: Those students who enter junior colleges and want to transfer at the end of one or two years should consult their guidance counselors about the type of program required of them. It would be necessary to take a university-parallel curriculum, a course of studies that would later be accepted by the senior college, whether it be a private institution such as Bryn Mawr, a public college such as the University of Toledo, or a state institution such as the University of North Carolina. It would be difficult, if not impossible, to effect a transfer unless the student understands the requirements of the traditional institution and takes a course of studies that to some extent parallels the studies of the four-year institution.

CONTINUING EDUCATION. Many persons attend junior colleges not to gain university credit or to learn a profession. They attend, particularly in the community junior colleges, to further their education. Whether you are a high school graduate just out of school or a businessman who graduated fifteen years ago, you may feel that there are one or two special courses in the neighborhood junior college that you would like to take. For example, in the New Haven YMCA Junior College, from 25 to 50 per cent of the students have gone to college elsewhere and are continuing their education on a part-time basis. The Modesto Junior College in California notes that it enrolls just about one-third of the adult population of its community. Even more impressive: in 1950, Sacramento Junior College (California) enrolled 19,228 students. Of this number, 3,518 were full-time day students; the other 15,710 were irregular students, working on their own jobs but taking one or more subjects at the junior college.

The Superintendent's annual report for 1950-51 of Contra Costa, California, likewise points up the importance of junior colleges as a part-time service for young and old alike. The report notes:

"It is not difficult to see why adults return to college: they may have changed their vocational objectives, or they may be placed in positions of greater responsibilities and need further training to meet their obligations. New technological advances may cause some adults—or young people, too—to feel that junior colleges can provide them with the type of courses that will help them find their way in the business or commercial world. Or some persons may go to a junior college just for mental stimulation, without thought of credit or degrees."

Growth of the Junior College Movement

The number of junior colleges in this country has increased rapidly in the last half-century. The first junior college was founded in Chicago in 1896, as a private institution. The first publicly supported two-year college was established also in Illinois when the Joliet Township High School added two years to its regular four-year program.

Within these fifty years the junior college program has jumped sky high. In 1915, there were only 74 junior colleges with an enrollment of 2,363. In 1930, there were 429 junior colleges with an enrollment of 67,627. And by 1940, the number had increased to 575 with an enrollment of 196,710. As of 1955, there were 598 junior colleges with the record enrollment of 622,864. Although a plateau has been reached—the number of junior colleges has remained fairly stationary for the last ten years—the total enrollment has steadily increased.

The public supports these two-year institutions. At present there are 338 public and 260 private junior colleges. But what is more significant, about 90% of the enrollment is in the public institutions. Of the total enrollment of 622,864, as cited by the American Council on Education, 533,008 students are in public junior colleges and 69,856 are in private ones. Plainly, the junior colleges serve those students who cannot afford the high costs of the traditional colleges and seek the extremely low tuition rates of the public two-year institutions.

The junior college movement has shown its greatest growth in California. In 1907 the California state legislature authorized the high school districts to establish junior colleges. Three years later the first junior college was established in California, and since then California has led in the development of junior colleges. This state has 61 junior colleges, of which 60 are publicly controlled. More than half of the total junior college enrollment in the country—or 300,000—is found in the California two-year institutions. If other states had kept pace with this far western one, the country today would provide junior college facilities for virtually every high school graduate in the land.

The California Association of Junior Colleges, a body that has helped raise junior college standards in the state, set forth in 1948 the basic principles and objectives to govern the policies of the junior colleges. The goals are outlined as follows:

1. The junior college is committed to the democratic way of life.
2. The junior college recognizes the individual man as the highest value of the world and universe.
3. The junior college is committed to the policy of granting to the individual man the maximum amount of freedom, personal initiative, and adventure consistent with equal opportunities on the part of his fellows.
4. The junior college is committed to the policy of providing, for all the children of all the people, post-high school education which will meet their needs. This includes the training of adults as well as youth.

In accordance with this statement of basic principles, the California Association of Junior Colleges outlines the following six specific purposes and objectives:

1. Terminal Education—Complete training should be given to those students who will finish their period of formal education in the junior college. This training, which is commonly referred to as terminal education, should be designed to achieve occupational competence, civil competence, and personal adequacy.
2. General Education—Every junior college student should be given that training which will prepare him to function effectively as a member of a family, a community, a state, a nation, and a world.
3. Orientation and Guidance—It is the specific responsibility of every junior college to assist its students to "find themselves." A program of training and guidance should be provided so that every student may discover his aptitudes, choose a life work, and prepare for the successful pursuit of such work.
4. Lower Division Training—Each junior college should provide lower division or the first two years of senior college work for the limited number of students who plan transfer to a university after completing two years in junior college. This training should be broad enough to include the lower division requirements in the liberal arts, scientific, engineering, and professional fields.
5. Adult Education—Every junior college should cooperate with other public educational institutions in providing instruction to meet the needs of adults living in the region. The program of training should include cultural and vocational education.
6. Removal of Matriculation Deficiencies—Junior colleges should provide opportunity for students who failed to meet entrance requirements to some university to remove such deficiencies and thus to qualify for admission in the higher institution of their choice.

Junior College Support

The overwhelming majority of students in these two-year institutions attend publicly supported junior colleges. Twenty-six states have enacted legislation concerning junior colleges and have made provision, in some form or other, for their support. The other states, although without legislative action, support junior colleges on a city or county basis. There are few state-supported junior colleges comparable to the four-year state-controlled universities.

The junior colleges of the country form a vital segment of our system of higher education. The President's Commission on Higher Education has proposed that these two-year institutions be greatly expanded so that students everywhere should have access to them. In time, no doubt, that will take place. These colleges will supplement, or perhaps complement, the existing four-year institutions. There is no major difference between them; the early rivalry has disappeared. At one time, the senior colleges feared that the growth of the junior institutions would provide unfair competition, that the students would go to the free institutions and stay away from the traditional colleges. As has been shown in California and elsewhere, that has not taken place. The junior colleges serve a unique function: they have expanded the realm of higher education for large numbers of young men and women who otherwise would have been deprived of the opportunity to attend any higher education institution.

Admissions

The selection of applicants for junior colleges is not any more involved than the procedure necessary to enter the traditional senior college. The requirements, if anything, are somewhat less stringent. However, the accredited junior colleges seek superior students.

QUALIFICATIONS. There is a popular misconception as to the qualifications needed to get into a junior college. It has often been said: "Anyone can get into a junior college. It doesn't matter what your marks are or what you took in high school." That doesn't happen to be true. It does matter what your marks are and it certainly is important what courses you took in high school. Perhaps you can get into a junior college as a special student, or you can enroll in the terminal program leading to a technical or sub-professional trade, but you cannot take a college transfer course if you are not qualified.

In some institutions residence restrictions exist. The publicly supported junior colleges, located in the large cities, may partially limit their enrollment to local residents. Some colleges put limitations on the enrollment by residents outside of the state. Frequently the junior colleges follow the lead of the state universities in this respect. When increased enrollments overcrowd the universities, they limit the number of out-of-state students admitted.

Courses Available

The student who applies to a junior college will find that preparatory and pre-professional curricula are offered in these fields: architecture, art, forestry, journalism, laboratory technology, medical technology, mortuary science, music, optometry, physical education, physical therapy, general science, chemistry, geology, physics, and social work. In addition, the student can take such courses as the liberal arts, business, dentistry, engineering, home economics, law, religion, medicine, nursing, pharmacy, teaching, librarianship, veterinary science, and agriculture. These courses will enable him to get a broad basic education, or to specialize in a field that he will later follow when he transfers to a senior college.

Students who seek a terminal or semi-professional curriculum have these courses, among others, from which to choose: floriculture, landscape gardening, fashion design, interior decoration, photography, radio broadcasting, speech and dramatics, accounting, advertising, insurance, merchandising, transportation, cosmetology, aviation mechanics, diesel mechanics, industrial chemistry, mechanical technology, mining, oil technology, radio and TV technology, tool engineering, welding, general food trades, commercial cooking, hotel and restaurant management, garment trades, laboratory technology, dental technology, medical technology, management, printing, city planning, political science, public administration, religious education, and watchmaking. Quite a choice for those who want only two years of college work but still want to learn a trade or a skill!

But that is not all! Students who seek a terminal or semi-professional curriculum can select, in addition to the courses just mentioned, programs in these fields: general culture, general agriculture, forestry, architecture, art, auto mechanics, flight aviation, building trades, general business education, business salesmanship, secretarial business, drafting, electronics, general engineering, aviation engineering, civil engineering, electrical engineering, mechanical engineering, home economics, journalism, librarianship, medical secretaryship, metal work, music, nursing, physical education, recreational leadership, refrigeration, social science, elementary teaching, and woodworking.

Tuition

Although on the average tuition at the private junior college is not so high as at the four-year colleges, it is fairly high. This is true for the campus college, where the student lives at the college and has to pay for his board and room. The publicly supported junior colleges are relatively inexpensive, although that is not always the case, either.

Tuition fees vary considerably from state to state. The greatest index of variation lies in the type of control. The public junior colleges charge nominal fees, rarely beyond $300 a year; the private colleges charge far more than that. The board and room rates appear to be less than those found in the senior colleges. It would probably cost a student as much as $500 a year to attend a public junior college, $1,500 for a private one. The student who wants to commute daily from his home can probably secure an education at little more than $500 a year.

Scholarships

Fewer scholarships are available in the junior colleges than in the traditional four-year institutions. Many of the two-year institutions offer one or two scholarships and provide limited loan services.

There is a nominal tuition for residents of New York State at most of the state's two-year institutions or junior colleges. Out-of-state students are charged $300 a year. But there are varying laboratory, student activity, and health service fees. In the main, in New York as elsewhere, the cost of going to a junior college under public control is kept at a minimum.

What to Expect in a Junior College

You can expect a sound college course if you attend an accredited or a recognized junior college. Whether you select a college preparatory or a terminal program, you can be assured of the same high standards of work that you would find in a traditional college. There would be very little difference in approach if you were in the university-parallel curriculum. But if you selected a two-year terminal program, undoubtedly the methods and procedures would differ. The emphasis would be more on the practical aspects of your subject than on the academic or the theoretical.

Job Opportunities and Salaries

Plenty of job opportunities await the graduates of the junior colleges. There is a desperate need in this country —and from all indications it will last another decade at least—for persons trained in the terminal or semi-professional courses that are offered in the junior colleges. The country needs technically trained men who can work with certified engineers, architects, lawyers, or doctors. Such fields as auto mechanics, the building trades, medical assistantships, laboratory technology, and public service are seeking competent men and women.

Whether a job will be waiting for you depends, of course, on what your junior college course is. And it also depends on what you take beyond the two-year level, if you plan to go to a senior college. But the opportunities are present.

Salaries will depend upon the profession or trade you select, but you can be reasonably certain that the salary you earn will be larger than that earned by your high school classmates who stopped when they received their diplomas. The need for trained men is great enough to enable them to command higher salaries.

New Trends in Junior College Development

One of the most important trends in the junior college movement, and the one that may leave an important mark upon this entire segment of higher education, is the development of state support for the two-year institutions. As Dr. Jesse P. Bogue, Executive Secretary of the American Association of Junior Colleges, points out in the 1952 American Council on Education volume, *American Junior Colleges*, until only a few years ago junior colleges were established entirely by local interest, by communities or municipalities. The state governments did little or nothing to establish these colleges, with the possible exception of California.

During 1951, Oregon, Wyoming, Michigan, and Illinois passed legislation designed to give junior colleges in those states more support. In 1948, New York State passed its state university plan, which included junior colleges as a definite part of the master program. Although no state, up to now, has passed legislation to require the creation of junior colleges, various states permit the financial support of such institutions.

NEW CURRICULAR TREND. Another important trend noted in the junior colleges relates to the curricula. More emphasis is now placed on general education. For example, the Basic College of Michigan State University has appointed a Director of Junior College Co-operation. This step will facilitate the transfer of credits in basic programs in junior colleges to the State College. The Chicago City Junior College requires a basic general curriculum from all its students. The courses required are: English composition, social science, biology, physical science, the humanities, and counseling. Wood Junior College, Mathiston, Mississippi, started a comprehensive general education program in 1951. The curriculum includes five basic areas: communications, humanities, social science, physical science, and biological science.

With the help of the Ford Foundation, Shimer College, Mount Carroll, Illinois, began a general education program in 1951 that parallels the one made famous by the University College of the University of Chicago. Other colleges, such as Pine Manor Junior College, Wellesley, Massachusetts, and Green Mountain Junior College, Poultney, Vermont, now show greater interest in general education.

A general education study for junior colleges was recently completed in California under the direction of Dr. B. Lamar Johnson of Stephens College, Columbia, Missouri. This fifteen-month foundation study is expected to prove a tremendous impetus in California for the increased use of general studies among the 61 junior colleges in that state. Moreover, attention to general education in junior colleges has been noted in the last few years in summer workshops, regional association meetings, and the national conventions of the American Association of Junior Colleges.

As a counterpart to the growth in general education, the junior colleges show a trend toward increased vocational-technical education. Because of present-day mechanized agriculture and the need for more technically skilled men in business and industry, a greater number of semi-skilled technicians are needed today. As a result, many junior colleges are offering more terminal education of the sort required by industry. There is a trend toward increased vocational and technical training in the junior college, supplementing what is being offered under the Smith-Hughes Act in the high schools. California has taken the lead in this direction. The Mississippi state legislature, in 1950, passed a special appropriation to help junior colleges expand their vocational-technical education. Moreover, Texas junior colleges are required by law to provide a certain amount of education in this area. In New York State, the Agricultural and Technical Institutes and the Institutes of Applied Arts and Sciences devote themselves largely to this type of instruction. New York State plans to spend $100,000,000 to build and develop its community college program. The state of Washington permits the payment of more state funds to junior colleges who engage more in vocational-technical education than in academic instruction. Federal assistance is also offered to post-secondary vocational education.

Accreditation of Junior Colleges

Here we come to a rather fluid problem. The question of who is to accredit junior colleges has not yet been solved. The growing pains are felt here more than in any other area of higher education. On the senior, four-year college level, the practices and procedures of accreditation have been fairly well outlined, although even there the situation has not completely jelled. A new accrediting agency is being founded.

One important question that junior college officials ask is: What standards shall be adopted? If the junior colleges are to be concerned solely with getting their transfer students accepted by a senior college, then these two-year institutions would have to narrow their curricula considerably, end most of their experimentation and pioneer work, and ape the senior colleges and universities. This would make for rigid standards and a narrow educational viewpoint. For a time the junior colleges followed a narrow, inflexible pattern. But as the number of junior colleges grew, the fallacy of following four-year standards immediately became apparent. The junior colleges had procedures of their own to follow, and they could not be bound by the iron regulations of traditional institutions. If they did, they would betray the very purpose of their founding.

The regional accrediting associations operate through commissions and committees. Their recommendations for approval are based on reports from member colleges, as well as on personal visits. The standards of the regional associations are higher than those of other accrediting agencies. Accreditation by a regional association means that all the colleges of that region, and usually of the nation, accept the credits of the students who seek to transfer to a senior college.

The regional association will accredit an institution on the basis of these eleven factors:

1. The type of organization and control; the administrative staff, board of control, and other phases of organization.
2. The curricular offerings, including a statement of the objectives of the institution and the curricular programs designed to meet them.
3. Admission procedures and entrance requirements.
4. Faculty qualifications and conditions of instructional service.
5. Instructional methods, conditions, and results.
6. Student personnel service, including guidance.
7. The student activity program.
8. The physical facilities, including laboratories, library, and college plant in general.
9. The financial operation of the institution.
10. The system of records.
11. The general tone, standing, and stability of the institution.

OTHER ACCREDITING AGENCIES. In additon to the five regional accrediting agencies, junior colleges receive recognition from other sources. These include:

1. State Departments of Education. This is the most common type of accreditation, 531 junior colleges being recognized by such bodies. This is the only method used in California to accredit that state's junior colleges.

2. State Universities. In earlier years the state university accredited the junior colleges in its state, because it could then decide whether or not to accept transfer students. This method is falling off. Only 10 state universities now accredit junior colleges.

3. State Associations of Colleges. In some states junior and senior colleges have organized voluntary associations, and these take on the power of accreditation. The Association of Texas Colleges, made up of 80 colleges of the state, including 45 junior colleges, serves as an accrediting body. The Kentucky Association of Colleges and Secondary Schools has discontinued this function. The Association felt that it would be better for the colleges of the state to meet the standards set by the Southern Association.

4. Denominational Agencies. Finally, 147 junior colleges are accredited by the agencies established by various denominations: 42 are institutions of the Catholic Church, accredited by the Catholic University of America; 30 are Methodist junior colleges, affiliated with the University Senate of the Methodist Church.

The junior and community colleges are now a definite part of the American college scene. The student who is planning to go beyond high school should recognize the existence of these two-year institutions and determine whether he wants to attend a two- or a four-year college. Many factors will enter into the final decision. The most important are probably money, time, and distance.

JUNIOR COLLEGES IN THE UNITED STATES

as Accredited by the

National Committee of Regional Accrediting Agencies

1956-1957

ALABAMA
  Daniel Payne College, Birmingham
  The Marion Institute, Marion
  St. Bernard College, St. Bernard
  Snead College, Boaz
ARIZONA
  Phoenix College, Phoenix
ARKANSAS
  Little Rock Junior College, Little Rock
CALIFORNIA
Public:
  Allan Hancock College, Santa Maria
  American River Junior College, Del Paso Heights
  Antelope Valley Junior College, Lancaster
  Bakersfield College, Bakersfield
  Chaffey College, Ontario
  Citrus Junior College, Azusa
  City College of San Francisco, San Francisco
  Coalinga College, Coalinga
  College of Marin, Kentfield
  College of San Mateo, San Mateo
  College of the Sequoias, Visalia
  Compton Junior College, Compton
  Deep Springs College, Deep Springs
  East Contra Costa Junior College, Concord
  East Los Angeles Junior College, Los Angeles
  El Camino College. El Camino College
  Fresno Junior College, Fresno
  Fullerton Junior College, Fullerton
  Glendale College, Glendale
  Hartnell College, Salinas
  Imperial Valley College, El Centro
  Lassen Junior College, Susanville
  Long Beach City College, Long Beach
  Los Angeles City College, Los Angeles
  Los Angeles Harbor Junior College, Wilmington
  Los Angeles Junior College of Business, Los Angeles
  Los Angeles Pierce Junior College, Woodland Hills
  Los Angeles Trade-Technical Junior College, Los Angeles
  Los Angeles Valley Junior College, Van Nuys
  Modesto Junior College, Modesto
  Monterey Peninsula College, Monterey
  Mount San Antonio Junior College, Pomona
  Napa College, Napa
  Oceanside-Carlsbad College, Oceanside
  Orange Coast College, Costa Mesa
  Palo Verde College, Blythe
  Palomar College, San Marcos
  Pasadena City College, Pasadena
  Porterville College, Porterville
  Reedley College, Reedley
  Riverside College, Riverside
  Sacramento Junior College, Sacramento
  San Benito County Junior College, Hollister
  San Bernardino Valley College, San Bernardino
  San Diego Junior College, San Diego
  San Jose Junior College, San Jose
  San Luis Obispo Junior College, San Luis Obispo
  Santa Ana College, Santa Ana
  Santa Barbara Junior College, Santa Barbara
  Santa Monica City College, Santa Monica
  Santa Rosa Junior College, Santa Rosa
  Shasta College, Redding
  Sierra College, Auburn
  Stockton College, Stockton
  Taft College, Taft
  Vallejo Junior College, Vallejo
  Ventura College, Ventura
  West Contra Costa Junior College, Richmond
  Yuba College, Marysville
Private:
  Menlo College, Menlo Park
CANAL ZONE
  Canal Zone Junior College, Balboa Heights
COLORADO
  Colorado Woman's College, Denver
  Pueblo Junior College, Pueblo
CONNECTICUT
  Hillyer College (Junior College Division), Hartford
  New Haven YMCA Junior College, New Haven
  St. Thomas Seminary, Bloomfield
DELAWARE
  Wesley Junior College, Dover
DISTRICT OF COLUMBIA
  Georgetown Visitation Junior College, Washington
  Immaculata Junior College, Washington

FLORIDA
- Edward Waters College, Jacksonville
- Florida Christian College, Tampa
- Jacksonville University, Jacksonville
- Palm Beach Junior College, Lake Worth
- St. Petersburg Junior College, St. Petersburg

GEORGIA
- Abraham Baldwin Agricultural College, Tifton
- Andrew College, Cuthbert
- Armstrong College of Savannah, Savannah
- Emory Junior College (Emory-at-Oxford), Oxford
- Georgia Military College, Milledgeville
- Georgia Southwestern College, Americus
- Gordon Military College, Barnesville
- Junior College of Augusta, Augusta
- Middle Georgia College, Cochran
- Reinhardt College, Waleska
- South Georgia College, Douglas
- West Georgia College, Carrollton
- Young L. G. Harris College, Young Harris

IDAHO
- Boise Junior College, Boise
- North Idaho Junior College, Coeur d'Alene
- Ricks College, Rexburg

ILLINOIS
- Chicago City Junior College, Crane Branch, Chicago
- Chicago City Junior College, Woodrow Wilson Branch, Chicago
- Chicago City Junior College, Wright Branch, Chicago
- Joliet Junior College, Joliet
- La Salle-Peru-Oglesby Junior College, La Salle
- Lincoln College, Lincoln
- Lyons Township Junior College, La Grange
- Moline Community College, Moline
- Monticello College, Godfrey
- Morton Junior College, Cicero
- North Park College and Theological Seminary, Chicago
- St. Bede College, Peru
- Shimer College, Mount Carroll
- Springfield Junior College, Springfield
- Thorton Junior College, Harvey

IOWA
- Burlington College, Burlington
- Graceland College, Lamoni
- Mason City Junior College, Mason City
- Mount Mercy Junior College, Cedar Rapids
- Mount St. Clare College, Clinton
- Northwestern Junior College, Orange City
- Ottumwa Heights College, Ottumwa
- Waldorf College, Forest City

KANSAS
- Kansas City Kansas Junior College, Kansas City

KENTUCKY
- Ashland Junior College, Ashland
- Bethel College, Hopkinsville
- Brescia College, Owensboro
- Campbellsville College, Campbellsville
- Caney Junior College, Pippa Passes
- Cumberland College, Williamsburg
- Lees Junior College, Jackson
- Lindsey Wilson College, Columbia
- Midway Junior College, Midway
- Nazareth College and Academy, Nazareth
- Paducah Junior College, Paducah
- Pikeville College, Pikeville
- Sue Bennett College, London

MAINE
- Westbrook Junior College, Portland

MARYLAND
- Montgomery Junior College, Takoma Park
- St. Charles College, Catonsville

MASSACHUSETTS
- Bradford Junior College, Bradford
- Endicott Junior College, Beverly
- The Garland School, Boston
- Lasell Junior College, Auburndale
- Nichols Junior College, Dudley
- Pine Manor Junior College, Wellesley
- Worcester Junior College, Worcester

MICHIGAN
- Bay City Junior College, Bay City
- Flint Junior College, Flint
- Gogebic Community College, Ironwood
- Grand Rapids Junior College, Grand Rapids
- Henry Ford Community College, Dearborn
- Highland Park Junior College, Highland Park
- Jackson Junior College, Jackson
- Muskegon Community College, Muskegon
- Port Huron Junior College, Port Huron

MINNESOTA
- Eveleth Junior College, Eveleth
- Hibbing Junior College, Hibbing
- Virginia Junior College, Virginia

MISSISSIPPI
- Clarke Memorial College Newton
- Copiah-Lincoln Junior College, Wesson
- East Central Junior College, Decatur
- East Mississippi Junior College, Scooba
- Gulf Park College, Gulfport
- Hinds Junior College, Raymond
- Holmes Junior College, Goodman
- Itawamba Junior College, Fulton
- Jones County Junior College, Ellisville
- Meridian Municipal Junior College, Meridian
- Northwest Mississippi Junior College, Senatobia
- Pearl River Junior College, Poplarville
- Perkinston Junior College, Perkinston
- Sunflower Junior College, Moorhead

MISSOURI
- Christian College, Columbia
- Cottey College, Nevada
- Jefferson City Junior College, Jefferson City
- Joplin Junior College, Joplin
- Junior College of Kansas City, Kansas City
- Kemper Military School, Boonville
- St. Joseph Junior College, St. Joseph
- Stephens College, Columbia
- Wentworth Military Academy, Lexington
- William Woods College, Fulton

MONTANA
- Northern Montana College (3 years), Havre

NEW HAMPSHIRE
- Colby Junior College, New London

NEW JERSEY
- Centenary College for Women, Hackettstown
- Jersey City Junior College, Jersey City
- Monmouth Junior College, Long Branch

NEW MEXICO
- New Mexico Military Institute, Roswell

NEW YORK
- Bennett Junior College, Millbrook
- Briarcliff Junior College, Briarcliff Manor
- Concordia Collegiate Institute, Bronxville
- Finch College, New York
- Jamestown Community College, Jamestown
- Packer Collegiate Institute, Brooklyn
- St. Joseph's Seraphic Seminary, Callicoon
- State University of New York:
  - Agricultural and Technical Institute, Alfred
  - Agricultural and Technical Institute, Canton
  - Agricultural and Technical Institute, Delhi

Agricultural and Technical Institute, Morrisville
Institute of Agriculture and Home Economics, Cobleskill
Long Island Agricultural and Technical Institute, Farmingdale

NORTH CAROLINA
- Belmont Abbey College (3 years), Belmont
- Brevard College, Brevard
- Campbell College, Buie's Creek
- Gardner-Webb Junior College, Boiling Springs
- Lees-McRae College, Banner Elk
- Louisburg College, Louisburg
- Mars Hill College, Mars Hill
- Mitchell College, Statesville
- Peace College, Raleigh
- Pfeiffer Junior College, Misenheimer
- Presbyterian Junior College for Men, Maxton
- Sacred Heart Junior College, Belmont
- St. Mary's Junior College, Raleigh
- Warren Wilson College, Swannanoa
- Wilmington College, Wilmington
- Wingate Junior College, Wingate

OKLAHOMA
- Eastern Oklahoma Agricultural and Mechanical College, Wilburton
- Northeastern Oklahoma Agricultural and Mechanical College, Miami
- Northern Oklahoma Junior College, Tonkawa
- Oklahoma Military Academy, Claremore

OREGON
- Multnomah College, Portland

PENNSYLVANIA
- Hershey Junior College, Hershey
- Keystone Junior College, La Plume
- Mount Aloysius Junior College, Cresson
- Valley Forge Military Junior College, Wayne

SOUTH CAROLINA
- Voorhees School and Junior College, Denmark
- Wesleyan Methodist College, Central

TENNESSEE
- Belmont College (3 years), Nashville
- Christian Brothers College, Memphis
- Martin College, Pulaski
- Morristown Normal and Industrial College. Morristown
- Tennessee Wesleyan College, Athens

TEXAS
- Amarillo College, Amarillo
- Arlington State College, Arlington
- Blinn College, Brenham
- Del Mar College, Corpus Christi
- Henderson County Junior College, Athens
- Howard County Junior College, Big Spring
- Kilgore College, Kilgore
- Lee College, Baytown
- Lon Morris College, Jacksonville
- Navarro Junior College, Corsicana
- Odessa College, Odessa
- Pan American College (Junior Division), Edinburg
- Paris Junior College, Paris
- St. Philip's College, San Antonio
- San Angelo College, San Angelo
- San Antonio College, San Antonio
- Schreiner Institute, Kerrville
- Tarleton State College, Stephenville
- Texarkana College, Texarkana
- Texas Southmost College. Brownsville
- Tyler Junior College, Tyler
- Victoria College, Victoria
- Wharton County Junior College, Wharton

UTAH
- Carbon College, Price
- Dixie Junior College, St. George
- Snow College, Ephraim
- Weber College, Ogden

VERMONT
- Green Mountain Junior College, Poultney
- Vermont Junior College. Montpelier

VIRGINIA
- Averett College, Danville
- Bluefield College, Bluefield
- Norfolk Division, College of William and Mary, Norfolk
- Shenandoah College, Dayton
- Sullins College, Bristol
- Virginia Intermont College, Bristol

WASHINGTON
- Centralia Junior College, Centralia
- Clark College, Vancouver
- Everett Junior College, Everett
- Grays Harbor College, Aberdeen
- Lower Columbia Junior College, Longview
- Olympic College, Bremerton
- Skagit Valley Junior College, Mount Vernon
- Wenatchee Junior College, Wenatchee
- Yakima Valley Junior College, Yakima

WEST VIRGINIA
- Potomac State College of West Virginia University, Keyser

CHAPTER FOUR

The Professional and Technical Schools

One of the most important divisions of American higher education, from many points of view, is the professional or technical school. Here is found the final collegiate aim of large numbers of students. We are living in an age of technical development and growth. Students who are trained in technical subjects are in great demand.

The professional and technical schools train students for virtually all the professions found in the country today. New professions develop and grow as they are needed. A student, whether he enters a liberal arts college or not, frequently ends his educational career in a professional school. Many of the professions require two or more years of undergraduate preparation. The requirements have a tendency to increase.

Although some technical and professional institutions are independent, for the most part such schools are found within the large universities, usually as a school, division, or department of the institution. Frequently the accrediting body of a profession insists that the professional school have as its "mother" an established and reputable institution of higher learning. That is not always true, nor is it even generally true for several of the more specialized professions, such as nursing and theology. In the case of nursing, the schools may be connected with hospitals; theology students can attend schools or seminaries that are completely independent of any college or university.

Accreditation

Beyond question, the most important and at the same time the most baffling problem that affects the professional schools is proper accreditation. There is at least one accrediting body for each profession, and sometimes there are two or even more. The standards are for the most part established by the practicing members of the profession. They have formed associations, or organizations, whose immediate job it is to keep the standards of the profession high. Through possible retaliatory measures the association can enforce its standards. The university is then in the position of either accepting the requirements of the accrediting body or or eliminating the professional course entirely.

The tremendous work involved in creating adequate standards for the professional and technical schools can be seen by the fact that there are more than 1,800 professional schools, in over 20 fields! These may be independent schools, or they may be part of an existing university. At any rate, they are in operation, and the student, before he enters one of these institutions, should find out for himself whether it is accredited. This section lists professional schools that are accredited. Changes can be expected to take place when the respective accrediting committees review or re-evaluate the schools. This is usually done annually.

Admission Requirements

Each of the professional or technical schools has its own standards of admission. In some instances, such as in medicine, law, dentistry, or veterinary medicine, two or more years of undergraduate work are required. In other fields, notably agriculture, business administration, music, pharmacy, or speech, you can enter upon a study of your profession directly from high school.

For that reason, it is extremely important for the high school graduate to determine his field of interest. For the student who wants one of the recognized professions, deciding what to do upon high school graduation becomes a pressing question. The student who enters a liberal arts college does not have to decide upon his field of specialization until two years after he enters college, and often not even then. The student who wants a specific profession is called upon to make his choice when he sends in his application for admission.

But the student has considerable leeway, at that. For example, if you decide to go into engineering and find, at the end of the first year, that you have made a wrong choice, you can switch into education or liberal arts or some other field, without great loss. In the first year of study for many of the professions you will take courses that are transferable to the other divisions of the college or university. Some students at the end of a year in college transfer from the school of agriculture to business administration, and others do the opposite. Some of the more specialized professions, such as theology, nursing, or osteopathy, may create transfer problems; you will probably have to suffer some credit loss if you transfer. But for the most part, students who enter a specialized profession of this nature usually know what they want before they enter and do not shift to other fields. It is always best, of course, to stick with the profession that you select, but not all students do that; and it is no disgrace if you find that you have changed your mind after a year or two.

How to Apply

Here, too, each profession has its own standards as far as application for admission is concerned. In some professions you may be asked to apply a year or more in advance, whereas in others several months will be sufficient time. The more crowded professions, such as medicine, social work, or dentistry, will create the greatest problems. With the great influx of veterans and the pressure placed upon universities and graduate schools, the professional schools are finding that they cannot keep up with the demand. It is not always easy for a professional school to increase its capacity to meet the needs of the day. For that reason, the student would be well advised to check with his guidance counselor or his principal, and find out what the conditions are in the profession he has set for himself.

What to Expect

For the most part, a student can expect hard, serious work in a professional school. Most of the professions require four years of work. This is true in all cases where the field does not ask for undergraduate studies. In some cases, such as journalism, the student may go to a liberal arts college for two years and to the school of journalism for the remaining two. In other cases, he can attend a liberal arts college for two years and then spend another three years in the professional school. That is the requirement for law schools. Some of the engineering schools have developed a plan whereby the student will go for three years to a liberal arts college and two more years to an engineering school. Frequently the liberal arts college serves as a base where the student gets his foundation courses. Thus it can be seen that it is difficult to separate the liberal arts college from the profession itself.

Indeed, much criticism has been leveled at some of the professions because they neglect the liberal arts to a considerable extent. It has been held in some quarters that every profession should require a certain amount of studies in the liberal arts. The engineering profession recommends 20 per cent. If that were done, the student would get a broader education, and when he entered his profession, he would be more than a trained robot or a skilled technician. There is much to be said about the advisability of combining professional training with the liberal arts program.

Many professional schools limit their programs to residents within the state. This can prove damaging to the profession as a whole. For example, a majority of the medical schools under state support do not admit students from outside their own states or immediate region. In practice, this means that some institutions of medicine, such as the Medical College of Alabama or the School of Medicine of the University of Oklahoma, have a relatively limited field from which to select their students, since only residents of those states can apply. As a result, these schools may have to dip into the bottom of the academic barrel and take "C" students, while institutions without residential restrictions, such as the Columbia University College of Physicians and Surgeons or the Albert Einstein College of Medicine, may be forced to turn away "A" students.

Other restrictions are those that might be classed as economic. The high cost of attending some of the institutions prohibits large numbers of otherwise worthy students from even applying. Perhaps a more extensive system of scholarships or fellowships will remedy this defect. The G.I. Bill of Rights, with its substantial grants from the federal government to veterans, has helped to some extent, too. But it is always well to remember that lack of money should not be the main factor in whether or not a worthy student enters a profession in which he can be of future service to his community or to the nation.

Job Opportunities and Salaries

This country is growing. More trained men and women are needed in nursing, social work, medicine, dentistry, education, forestry, agriculture, engineering—indeed, in almost all of the professions. The salaries for trained professional men have never been higher, and they are going up constantly. It is not difficult for a professional man to find his place in the community.

America is a land of opportunity for the man with a skill or a profession. The fact that most of the professional schools are overcrowded is an indication that the high school graduate understands and appreciates the opportunities that lie ahead for him. The professional schools are more sought after today than at almost any time in the past.

The next section will contain a field-by-field discussion of the major professions open to the college and university students. This information may prove helpful if you are still undecided as to your future career, or if you want more data about the field you are to follow.

CHAPTER FIVE

Help in Choosing Your College Career

Before a student decides what college he wants to attend, a vital question is: What career shall he prepare for? Does he want to be a doctor, a lawyer, an accountant, or a member of any one of the many other professions open to him? If he starts college and suddenly in mid-stream decides that he wants to change his course, he may find that he has lost considerable time and effort, not to say money.

Of course, it is not easy to determine, at age 18, just what field of work one wants to follow. Many persons who started in one career ended up in another. Yet, it is important that you decide upon a career as soon as possible. At least, it is important for you to decide upon a profession if it requires special training.

If you want to be a doctor, for example, a certain number of pre-med courses will be required. Going to college for four years and then finding out that to get into a medical school you need two more years of chemistry and mathematics is not a rewarding experience. You can save yourself many headaches as well as take the available short-cuts by studying the requirements of the professional courses.

Because the professions vary, it is essential for the student to understand even before he enters college what will eventually be required of him. He will find, for example, that the professional degree in medicine, Doctor of Medicine, probably the most coveted of all college degrees, requires completion of at least three years of undergraduate work in a liberal arts college, preferably four. Thus, it will take the student from seven to eight years to get his medical degree. To enter a law school, the student is expected to go from two to three years to a liberal arts college; then follow three years in a law school. The lawyer is ready to hang out his shingle in five to six years. Some colleges combine the last year of the undergraduate program with the first year of the law school, thus giving the candidate both a bachelor's degree and a law degree at the end of six years.

Most colleges will accept a student into the engineering division directly from high school. Since engineering students almost immediately start specializing, it is important for the student to know before entering college whether he wants to be an engineer. The engineering degree is usually granted at the end of four years, though in some instances, such as at Cornell University, at the end of five. However, there is a growing trend to combine liberal arts and engineering into one program. A number of colleges offer a joint three-two plan. You can go to Tufts College for three years and spend the last two years at the Massachusetts Institute of Technology, ending up with a bachelor's degree from Tufts and an engineering degree from M.I.T. Columbia University has a similar arrangement with a number of liberal arts colleges, as have Lafayette College, the Illinois Institute of Technology, the Carnegie Institute of Technology, and many others.

Most industrial concerns and heads of big business corporations, in seeking men for their firms, place great emphasis on a broad, diversified program. They have found that the man who has had a good background course in the liberal arts or the humanities is able to hold down a job better and climb to the top faster than one who is a trained technician and nothing more. Too many professions are sending out skilled robots who may know how to build a bridge or prepare a blueprint for a skyscraper, but who do not know how to live in a complex society.

Choosing Your Major Subject

In most colleges, the first two years are very similar. You are usually required to choose one subject in the humanities, one in the sciences, one in the languages, and one in the field of mathematics.

But after the first two years have ended, the college will expect you to specialize in a particular field. Majors are offered in such fields as anatomy, astronomy, biology, botany, economics, English, geology, history, international relations, mathematics, music, physics, public health, sociology, and speech and dramatic arts. Your choice of these majors will determine, to a large extent, the career you will follow after commencement.

Again, if you knew what you wanted to major in, you would select your college accordingly. If, for example, you wanted to specialize in public relations or communications, you might want to consider Boston University. Or, if you wanted a course in music, you might select Oberlin. As a chemistry student, you might select Columbia, Cornell, the University of North Carolina, Ohio University, the University of Pennsylvania, or Brown University. If history intrigued you, the program for you might be at New York University, Duke, Smith, Vanderbilt, or the University of Wisconsin. And if you selected speech as your field of specialization, you could, with profit, go to Syracuse, Brooklyn College, Western Reserve, the University of Utah, or the University of Washington.

These are but samplings of the decisions you have to make before you select your college. Making the final decision, in large measure, should depend upon the value you will receive from the institution, not the ease with which you can get in or the prestige that a certain "name" college will give you—or your parents.

Selecting Your Professional School

Perhaps the most frequent types of questions asked by high school seniors are: "What college will give me a good background in agriculture? How do I go about making an application for dental school? What college gives me the best course in nursing? What colleges specialize in chemistry? In engineering? In forestry?"

Recently the young daughter of a neighbor asked me what college in New York State offers good training in dramatics. After fingering through two or three volumes, I finally located the School for Public Speaking and Dramatic Arts at Syracuse University. As I scanned the long lists of colleges, I thought how helpful it would be to have a reference guide to colleges arranged under the headings of the professional or skilled training in which they specialize.

The following is an attempt at such a guide. It should give prospective doctors, engineers, teachers, optometrists, businessmen, and future members of other occupations helpful information. The guide is designed for those who have decided to prepare themselves for a particular profession or career, as well as for those who want to find out what the professions offer.

It is also meant for those who have narrowed their vocational choices to two or three fields of specialization. Often these students need but a few facts to help them make up their minds. As they roam through the pages of this directory, they can compare tuition fees, the types of courses, and the length of time required for preparation in the various professions. This guide, then, is meant to put at your fingertips all the valuable details you will need to decide upon your lifetime profession or occupation. It can also serve as a guidepost to parents, to guidance counselors, to high school principals, and to others who are in a position to help students make up their minds as to what they may want to do during college and beyond.

If you have thought how exciting it would be to be a pharmacist and have imagined yourself in a white coat among rows of test tubes, turn to the section on pharmacy and acquaint yourself with the practical details involved in becoming a pharmacist. This is not meant to discourage you. On the contrary, the following information will make it easier for you to realize your dreams. Of course, you know that before you can study for any career or profession, you must have definite information as to appropriate colleges, requirements, how, when, and where to apply, length of course, and tuition and other expenses. You will also want to know what will be expected of you as a student and more about the field you choose to enter.

These are the kinds of facts you will find in the following pages. All the colleges listed have been rated by the appropriate accrediting agencies (where such agencies exist in the field), and the accompanying information has been gathered from the respective professional organizations.

You may be able to get all kinds of advice, information, suggestions, and recommendations from friends, relatives, well-wishers, and others. The final choice, though, should be yours. Make that choice on the basis of actual facts, on pertinent information, and on as much complete knowledge as is available. That is the scientific approach. You may still make a mistake, but at least you will have done everything possible to choose wisely and well. That is all that anyone can ask of you.

Section 3

THE PROFESSIONS

THE PROFESSIONS

Boys and girls about to make decisions frequently ask, "Why is college and career selection so important?" and "Why is it so essential to learn so many things *before* I even start college?"

Education can be fun, but it is also the business of your life for eleven or twelve years through elementary, junior and senior high school. College means four or more additional years—and it should prepare you for a way of life.

My attention is focused on these questions with too great regularity. Only recently in talking with a law student I heard how she had wasted a full year of her studies before she learned that the school she had been attending lacked accreditation. A young man told me of his inability to enter medical school because he had attended an unaccredited college.

There are countless other instances. This indicates the primary importance of proper accreditation on both college and professional levels.

Priceless time, loss of money, and wasted opportunities can never be fully reclaimed, if indeed they can be reclaimed at all.

Make your decision by sound judgment with knowledge of all the facts. Face your future education realistically and avoid whatever failures and pitfalls there may be.

In this section of the book, you will find salient information about all of the nationally recognized professions, including the current list of schools that have been accredited.

You will also find facts about agriculture, speech, dramatic arts, and home economics although there are no nationally recognized associations in these fields at present. These professions are attracting more young people than in previous years. They offer good career opportunities for your future.

Following this section on professions, you will find the current list of accredited colleges and universities in the United States and territories, with pertinent information about each.

AGRICULTURE

Agricultural education at the college and university level in this country is confined almost entirely to the land-grant colleges and universities. These institutions constitute a national system covering each state and territory. With the Land Grant Act of 1862, Congress stimulated the establishment and development of institutions in each state on tracts of land from the public domain for the stressing of "agriculture and the mechanic arts," without excluding other scientific and classical subjects. The next step was the establishment of research and experiment stations, effected by passage of the Hatch Act in 1887. These stations still operate to discover and work out vital facts relating to agriculture.

In 1914, specific provisions were made for extension work in the field. This led to an adult education program that is now the largest such in the world, involving more than 12,000 professional workers and reaching some 30 million persons on farms, in small population centers, and increasingly in the urban areas. Finally, the Smith-Hughes Act of 1917 and later legislation made possible the teaching of agriculture in the high schools.

Objectives of professional instruction in this field might be broadly summarized as follows: (1) to provide a well-rounded education with emphasis on agriculture and the basic sciences, but to include common fundamentals of English, the social sciences, and the humanities; (2) to prepare young men and women for interesting, useful, and remunerative work in the broad field of agriculture and in business, industry, or governmental service related to or dependent on this field; and (3) to help prospective workers in the field conduct successfully agricultural work and enterprises of service to both the worker and society.

QUALIFICATIONS. Personal qualifications to be considered before entering the field of agriculture would vary with the nature of the work or particular type of occupation selected. Farming, which ranks second among the fields of work in America on the basis of numbers engaged, is not an easy occupation. It usually entails long days of hard work during harvesting and growing seasons. Investment and operating costs for adequate-size units are generally high and risks can be great. Many different types of farms are found in different geographic areas and require varying qualifications. Generally speaking, the best opportunities are for the vigorous, intelligent, and trained operators.

Although a regular four-year college course is not a prerequisite, it is desirable. Agricultural education workers, scientists and technicians must be graduates of a regular four-year course. The majority of regulatory employees (government workers who inspect agricultural products and so forth) and commercial workers in related fields are college-trained men and women. Teaching agriculture follows the general qualifications for teaching, with graduate and field work desirable.

The person who will like farming is generally one who likes outdoor life and enjoys working with animals and the soil. He should be apt at handling machinery and like to be his own boss. As a farmer, he should have some business and managerial ability, and be capable of judging values and markets. He makes his own decisions as to crops, livestock, and so on, and what and when he will buy and sell. He should be able to live in comparative isolation, if necessary, and get along with limited town or community facilities.

COURSES. Undergraduate instruction in agriculture is based on four-year courses in general agriculture, including agronomy, animal husbandry, dairy husbandry, poultry husbandry, horticulture, and wild game; in agricultural administration or agricultural economics; in agricultural engineering; and in agricultural education. Most of the courses provide from 40 to 60 hours of technical agricultural or business and economic subjects. The following list of Cornell University departments and courses will suggest the scope of most courses given in the various colleges and universities throughout the country:

- AGRICULTURAL ECONOMICS
  - Farm Management
  - Prices and Statistics
  - Public Finance
  - Marketing
  - Rural Economy
  - History of Agriculture
- AGRICULTURAL ENGINEERING
  - Mechanical Drawing
- AGRONOMY
  - Soils
  - Crops
- ANIMAL HUSBANDRY
- BOTANY
  - Plant Physiology
- DAIRY INDUSTRY
  - Bacteriology
- ENTOMOLOGY
  - Biology
  - General Entomology
  - Insect Morphology
  - Insect Taxonomy
  - Economic Entomology
  - Parasitology
  - Apiculture
  - Limnology and Ecology
- POMOLOGY
- POULTRY HUSBANDRY
- RURAL EDUCATION
  - Psychology
  - Educational Methods
  - Measurements and Statistics
  - Administration and Supervision
  - Educational Theory
  - Nature Study
- RURAL SOCIAL ORGANIZATION
- VEGETABLE CROPS
- WILD LIFE CONSERVATION
- ZOOLOGY
- FLORICULTURE AND ORNAMENTAL
  - Horticulture
  - Floriculture
  - Plant Propagation
  - Nursery Management
  - Nursery Landscape Service
  - Freehand Drawing
- FORESTRY
  - General and Farm Forestry
  - Meteorology
  - Plant Breeding
  - Plant Pathology
- EXTENSION TEACHING
  - Public Speaking
  - Journalism
  - Extension Work

Many of the colleges offer two-year courses in agriculture. Much of this work is of high school grade, but in some cases it is of college-level caliber. These courses are similar to those given in county schools and serve to give students a practical training in the application of scientific principles of farming. Graduates of the two-year course either become farmers immediately or go on and complete a regular four-year course.

DEGREES. Degrees available are those of Bachelor of Science for the completion of a four-year college curriculum given by essentially professional or technical schools devoted primarily to agriculture. Most state universities and the larger privately endowed universities are now giving graduate work, a year of which usually leads to the Master of Science degree. The Ph.D. degree, requiring from three to five years of study beyond the B.S. and entailing a high degree of specialization and research, may be pursued in the larger universities. In 1955, 5,160 bachelor's degrees, 1,103 master's and 406 doctor's degrees were granted.

ACCREDITATION. There is no professional organization in agriculture whose function it is to accredit college instruction in this field. However, facilities and staff for resident instruction and research and extension work in agriculture established at the land-grant institutions of most states have placed them in a class by themselves as standard agricultural institutions of higher learning. Transfer credits for advanced courses in agriculture are generally not accepted from other than land-grant institutions.

Land-grant colleges and universities offering special instruction in agriculture include generally a school or college of agriculture which is part of the state's university setup and may be found in each state of the union. In each of the southern states there are generally two schools, with one predominantly Negro and maintained as a separate land-grant college.

TUITION. Rates vary a good deal with the location and kind of school offering training. In a number of schools of agriculture, there is no charge for tuition. For residents of New York State attending Cornell University's College of Agriculture, there is no tuition charge, whereas for non-residents the fee is currently $300. The University of Vermont, on the other hand, has a tuition fee of $225 for Vermont residents and $605 for non-residents in its College of Agriculture.

SCHOLARSHIPS. The outlook for scholarships in this field seems encouraging. A total of some 2,600 scholarships are listed in Bulletin No. 16, *Scholarships and Fellowships*, published by the Office of Education, Federal Security Agency, in 1951. They range from one per institution to as many as 429, given by the University of Illinois. In amounts they range from $20 to one for $1,000 at, for example, the Iowa State College of Agriculture and Mechanic Arts. Included in the total are a few in agricultural economics, agricultural engineering, agronomy, and animal husbandry. In addition to this bulletin, *Scholarships, Fellowships and Loans*, by S. N. Feingold, lists individual private, charitable, and fraternal organizations and foundations which give scholarships.

LICENSES. In agriculture, the greater portion of work involved is unlicensed. However, in the professional allied fields, licenses are required in the case of teachers of agriculture in urban areas as well as in that of practicing veterinarians. For the treatment and prevention of animal diseases, the Doctor of Veterinary Medicine (D.V.M.) degree is invaluable.

RESTRICTIONS. Farming as a way of life is not confined to men. To a greater extent than is true of many other types of work, it involves the wife and other members of a family. Women take a vital part in the farming process itself as well as in all aspects of rural life. Women specialize in home economics, in which the problems of rural life are studied. All the land-grant institutions maintain such departments. Women are also engaged in all the other major divisions of agricultural occupations. The U. S. Department of Agriculture employs women not only in a clerical capacity, but as scientists in their Bureau of Home Economics. Similarly, women have not been restricted in related commercial occupations, or in the field of agricultural education. Positions are open not only in teaching, but also in such jobs as county agent with the Extension Service, and as county home supervisor with the Farm Security Administration.

JOBS. Perhaps of all work farming is the most fundamental, since it supplies the food to keep us alive and much of the raw materials for providing clothing and shelter. Its social importance has seldom been better described than by the Chinese philosopher who said, "The well-being of a people is like a tree; agriculture is its root, manufacturing and commerce are its branches and its life; if the root is injured the leaves fall, the branches break away, and the tree dies."

More than ten million people are engaged in farming; with their families, they make up about one-fourth of our population. Second only to the manufacturing and mechanical fields of work, farming draws an estimated quarter of a million young men yearly. Opportunities are available and vary according to geographic location and type and size of farm. Some six broad classifications of farming may be indicated: dairy, field crops, livestock, horticulture, fiber crops, and specialty farms. In general, considering training and type of land to be farmed, where the farmer's training is poor, failure is indicated for him even on land ordinarily yielding fair return. However, the good farmer, by contrast, can make a moderate success of a comparatively poor farm. Perhaps the best way of getting started would be to secure employment at a successful farm in a locality where you wish to farm.

Agriculture, however, is not merely a question of farming, although this is its most important aspect. Agriculture is, rather, a vast industry with opportunities for people in many types of occupations. In addition to farming itself, there are opportunities in such divisions of agriculture as animal husbandry, horticulture, agronomy, and agricultural engineering. Classifying some jobs related to farming would include agricultural education workers, scientists and technicians, industrial and commercial workers, regulatory service employees, and members of the agricultural professions.

For those who are either city bred or generally not inclined or suited to farming, there are a variety of job opportunities in allied work. More than 25,000 college-trained personnel are employed by the agricultural colleges, experiment stations, extension service, vocational-agricultural schools and the Farm Security Administration. Forestry as an allied field offers its own particular opportunities in the service of the U. S. government.

In the field of education, in addition to college teaching positions, which are limited, there are a number of vocational county and high school positions available. The experiment stations, some of which are part of the agricultural college, offer opportunities for research and teaching. These are staffed with scientists and technicians and offer opportunities in research along specialized lines. Extension service employs county agents, farm club leaders, specialists, and administrators. Industry and commerce have broad opportunities for those not necessarily college-trained in the field. Such businesses as nurseries and the manufacture of farm machinery and fertilizer, as well as farm credit and co-operative services for rural life, are a few examples.

The agricultural professions offer still another field for job opportunities. The agricultural engineer will find the fields of farm machinery, farm buildings, rural electrification, and soil and water conservation fruitful. The veterinarian offers a necessary service in the maintenance of healthy livestock and the care of domestic animals. With the current growth of farm education in newspapers and periodicals, the newer field of agricultural journalism is expanding. Job opportunities for women have been available in bacteriology and food technology, and with the expansion of agricultural research, women will play a greater role.

SALARIES. Agricultural income is tied in with industrial activity. The farmer's income, although it follows closely the income of the industrial worker, also varies greatly according to farm type, size, investment, and individual ability. The farmer's prices fluctuate with other prices, but they usually tend to rise in times of prosperity and fall in times of depression more rapidly than other phases of our economy.

Figures for an average of "good" farms of about 250 acres each, with an investment of about $65,000 per farm, in northern Illinois, yielded net earnings of about $6,800 in 1948, compared with $4,200 in 1945 and $5,300 in 1942. But farm income is unstable. It may go down again soon.

Salaried employees receive wages commensurate with the type of work performed. County agents, who officially represent their state colleges of agriculture and the U. S. Department of Agriculture for a particular county, are paid comparable salaries in most states. In a survey of the salary of agricultural engineers of Iowa State College, figures showed that their earnings were well above those of the average college graduate.

In the field of agricultural research, the U. S. Department of Agriculture has indicated a general schedule of advancing grades according to job, from a $2,200 to $2,680 minimum to a $8,800 to $9,800 maximum, in civil service listings. Some top research positions pay from $15,000 to $25,000, but these are exceptional, since the majority of research scientists' salaries fall below $8,000, with slow increases. Allied industry and commerce jobs net salaries in keeping with the work or service performed, and agricultural teaching follows the pattern of the teaching profession.

TRENDS. The basic nature of farming, still the root industry of the nation, is such that it will continue to offer excellent opportunities for the trained, experienced person with adequate financing. The fields of farm machinery, and allied industrial and commercial jobs are part of an expanding trend. There is also a vast and growing field of opportunity in performing services auxiliary to agriculture's needs.

Among these services are: the processing and marketing of produce; the servicing and development of farm machinery; and the preparation, production, and distribution of necessary seed, feed, and fertilizer. New governmental services have been opened up recently for farmers, such as soil conservation, rural electrification, administration, and reclamation. The seed trade and the fertilizer business, already enormous in scope, continue to grow. The trend in county agricultural extension service, which has been well received by the public and is already well supported, is toward even greater and more widespread support. New jobs with the service are opening up, indicating a continued expansion.

Agricultural engineers, in addition to being employed by the federal Department of Agriculture, the colleges, and the experiment stations, are being more widely employed by industry and private agencies. Future growth of the profession will be largely in the industrial direction. In the farm equipment industry, agricultural engineers have been employed to develop new machines and improve the old ones. In the building industry, engineers develop designs for the efficient use of materials; and other large-scale, specialized farming enterprises are employing engineers.

Agricultural research has become big business today and, since it is a constant need in agriculture, it keeps growing. Scientists and technicians, increasing in number, keep pointing the way in the more efficient use and distribution of materials in the field. Other allied professions, such as teaching and veterinary medicine, tend to keep pace with the generally expanding trends indicated, as do educational services to the farmer.

AGRICULTURE

Land-grant Colleges and Universities Offering Professional Instruction in Agriculture

ALABAMA
- Alabama Agricultural and Mechanical College, Normal.
- Alabama Polytechnic Institute, Auburn.

ALASKA
- University of Alaska, College.

ARIZONA
- University of Arizona, Tucson.

ARKANSAS
- Agricultural, Mechanical and Normal College, Pine Bluff.
- University of Arkansas, Fayetteville.

CALIFORNIA
- University of California, at Berkeley, Davis, and Los Angeles.

COLORADO
- Colorado State University, Fort Collins.

CONNECTICUT
- University of Connecticut, Storrs.

DELAWARE
- Delaware State College, Dover†
- University of Delaware, Newark.

FLORIDA
- Florida Agricultural and Mechanical University, Tallahassee.
- University of Florida, Gainesville.

GEORGIA
- Fort Valley State College, Fort Valley.
- University of Georgia, Athens.

HAWAII
- University of Hawaii, Honolulu.

IDAHO
- University of Idaho, Moscow.

ILLINOIS
- University of Illinois, Urbana.

INDIANA
- Purdue University, Lafayette.

IOWA
- Iowa State College of Agriculture and Mechanic Arts, Ames.

KANSAS
- Kansas State College of Agriculture and Applied Science, Manhattan.

KENTUCKY
- Kentucky State College, Frankfort.
- University of Kentucky, Lexington.

LOUISIANA
- Louisiana State University and Agricultural and Mechanical College, Baton Rouge.
- Southern University and Agricultural and Mechanical College, Baton Rouge.

MAINE
- University of Maine, Orono.

MARYLAND
- Maryland State College, Princess Anne.
- University of Maryland, College Park.

MASSACHUSETTS
- University of Massachusetts, Amherst.

MICHIGAN
- Michigan State University, East Lansing.

MINNESOTA
- University of Minnesota, Minneapolis.

MISSISSIPPI
- Alcorn Agricultural and Mechanical College, Lorman.
- Mississippi State College, State College.

MISSOURI
- Lincoln University, Jefferson City.
- University of Missouri, Columbia.

MONTANA
- Montana State College, Bozeman.

NEBRASKA
- University of Nebraska, Lincoln.

NEVADA
- University of Nevada, Reno.

NEW HAMPSHIRE
- University of New Hampshire, Durham.

NEW JERSEY
- Rutgers University, New Brunswick.

NEW MEXICO
- New Mexico College of Agriculture and Mechanic Arts, State College.

NEW YORK
- New York State College of Agriculture, Cornell University, Ithaca.

NORTH CAROLINA
- Agricultural and Technical College of North Carolina, Greensboro.
- North Carolina State College of Agriculture and Engineering of The University of North Carolina, Raleigh.

NORTH DAKOTA
- North Dakota Agricultural College, Fargo.

OHIO
- Ohio State University, Columbus.

OKLAHOMA
- Langston University, Langston.
- Oklahoma Agricultural and Mechanical College, Stillwater.

OREGON
- Oregon State College, Corvallis.

PENNSYLVANIA
- Pennsylvania State University, University Park.

PUERTO RICO
- University of Puerto Rico, Mayaguez.

RHODE ISLAND
- University of Rhode Island, Kingston.

SOUTH CAROLINA
- Clemson Agricultural College, Clemson.
- South Carolina State College, Orangeburg.

SOUTH DAKOTA
- South Dakota State College of Agriculture and Mechanic Arts, Brookings.

TENNESSEE
- Tennessee Agricultural and Industrial State University, Nashville.
- University of Tennessee, Knoxville.

TEXAS
- Agricultural and Mechanical College of Texas, College Station.
- Prairie View Agricultural and Mechanical College, Prairie View.

UTAH
- Utah State Agricultural College, Logan.

VERMONT
- University of Vermont and State Agricultural College, Burlington.

VIRGINIA
- Virginia Polytechnic Institute, Blacksburg.
- Virginia State College, Petersburg.

WASHINGTON
- State College of Washington, Pullman.

WEST VIRGINIA
- West Virginia State College, Institute.
- West Virginia University, Morgantown.

WISCONSIN
- University of Wisconsin, Madison.

WYOMING
- University of Wyoming, Laramie.

ARCHITECTURE

Architecture is perhaps one of the most fascinating careers. It is said to be the greatest and most complex of all the arts because it is both an art and a science of building. Both utility and beauty are merged so that it is difficult to know where the one ends and the other begins. It includes the mansion as well as the cottage, and the cathedral, skyscraper, and factory all lie within its scope.

The term architecture is ordinarily used in referring to building where beauty of form and design are concerned, but in its broadest sense it applies to all construction. The architect's hand is felt even in such engineering feats as dams and bridges. Today, few people would think of building a home without consulting an architect or at least securing from some source or other plans drawn up by a registered architect. From primitive man's first blocking out of a cave entrance with stones to such modern edifices as the United Nations Building in New York, we see man's continuing need for both utility and beauty in his constructions.

QUALIFICATIONS. Personal qualifications of the architect are somewhat complex in nature. An architect is usually a combination of artist, skilled draftsman, mathematician, engineer, and businessman. It is important that the architect have creative and artistic ability, a love of beauty and design, and great powers of visualization.

The prospective architect should enjoy such subjects as drawing, sketching, and mechanical drawing, and find mathematics comparatively simple. Engineering subjects fall within his scope in college. Since most architects are in business for themselves or work for architectural firms, they should have business ability and be able to follow sound business principles. As an individual, he will need a friendly personality in meeting people from all walks of life and an ability to sell his talents as well as be tactful in his contacts. His capacity as professional advisor to clients requires a high integrity in rendering impartial advice and should preclude acting as a building contractor.

A bachelor's degree from a recognized architectural school is generally a minimum requirement for entering the profession, and most schools now have five-year courses. It is possible for a few to enter the profession without formal training by acquiring many years of experience in architectural offices, but this is not generally the rule.

COURSES. Following are the subjects usually studied in architectural courses in a university. This list is taken from an effective content of an architectural curriculum as given by the American Institute of Architects.

IMPORTANT PROFESSIONAL SUBJECTS
- Architectural Design
- Materials and Methods
- Design Theory
- Structural Design
- Working Drawings
- Specifications
- Graphics
- Freehand Drawing
- Professional Ethics
- Mechanical and Other Installations
- History of Architecture

IMPORTANT ACADEMIC SUBJECTS
- Mathematics
- Physics
- English
- Fine Arts

DESIRABLE ACADEMIC SUBJECTS
- Social Science and Philosophy
- Psychology and Human Relations

DESIRABLE PROFESSIONAL SUBJECTS
- Landscape Design
- Interior Design
- Community Planning
- Applied Science
- Site Engineering
- Building Codes, Laws, Real Estate
- Office Administration

MINOR ACADEMIC SUBJECTS
- Foreign Language
- Chemistry

DEGREES. The degree conferred is usually that of Bachelor in Architecture. Cornell University's College of Architecture, in addition to its five-year course, gives a four-year course in land planning that ends with the degree of Bachelor of Fine Arts or Bachelor of Science. The University of California offers an M.A. in Architecture, Princeton University a Master of Fine Arts, and Virginia Polytechnic Institute an M.S. in Architecture. In 1955, 1,581 bachelor's degree and 180 master's degrees were granted.

ACCREDITATION. In 1940 by joint action of the American Institute of Architects, the Association of Collegiate Schools of Architecture, and the National Council of Architectural Registration Boards established the National Architectural Accrediting Board. This board is the nationally recognized accrediting association and annually lists the accredited schools of architecture. Inquiries should be directed to the board's secretary, University of Virginia, Charlottesville, Virginia.

TUITION. Again, the rates vary with the school. At Cornell's College of Architecture, tuition is $450 a term, or $900 for the year. On the other hand, residents of Georgia may attend the School of Architecture of Georgia Institute of Technology without paying any tuition fee. Non-residents pay $384 a year. Individual colleges in which the prospective student is interested should be checked for tuition rates.

SCHOLARSHIPS. In all, 51 scholarships are given in architecture. Cornell University gives the largest number (16). Other colleges have from one to five.

The Lloyd Warren Scholarship, or Paris Prize, of $5,000, covering a period of 18 months, allows the recipient to study and travel in Europe and the United States. Part of the year is spent at the Ecole des Beaux Arts in Paris. Address inquiries to the Beaux Arts Institute of Design, 115 East 40th Street, New York, N.Y. At the same address, the American Institute of Architects will provide information on the Le Brun traveling scholarship, worth $2,800 for two years.

Most universities have fellowships enabling winners to do graduate work, especially abroad. Foundations and private organizations likewise offer scholarships.

LICENSES. Because architecture involves public health and safety, all states and territories now require that an architect be licensed or registered to practice. However, persons may be employed without being licensed. Licensing is required only for those who have authority to sign blueprints and certify construction. Requirements for a license are strict, especially in New York, where state examinations are given twice a year to applicants having had at least three years' experience beyond their degree. Twelve years of office experience may be substituted if the candidate has not had college training in the case of the New York State examination. The fee is $25.

Most state examinations cover four days and the applicant works by himself. Tests cover mathematics, construction, mechanical equipment, history of architecture, composition, and practical problems of design. If the candidate fails one section of the exam, he may repeat that section during the next session. For information on state laws governing licensing, contact the State Board of Examiners of the state involved; the address may be obtained from a local architect or a local school of architecture. The professional organization in this field is the American Institute of Architects, 1741 New York Avenue, N.W., Washington, D.C.

RESTRICTIONS. Although architecture is considered a man's profession, there are women in the field, some of whom are considered financially and professionally successful. Women are finding more and more opportunities. The ability of the woman wishing to enter this profession must be outstanding and she will perhaps need greater tenacity of purpose and perseverance than a man to avoid falling by the wayside. At present, only a few graduate and go on to become registered architects. Some schools, such as the Georgia Institute of Technology's School of Architecture, Princeton University's School of Architecture, and the Schools of Architecture of Rensselaer Polytechnic Institute and Syracuse University, do not admit women students. The prejudice against women, however, is gradually disappearing.

Opportunities for Negroes are available largely through Howard University's Department of Architecture, the only accredited, predominantly Negro institution offering courses in this field. The only other school listed for Negroes is the Hampton Institute, Division of Trades and Industries, in Virginia, and as of 1957, it is not on the officially accredited list.

JOBS. Most architects plan and design all types of buildings, and the majority are in business for themselves. Others work for architectural or engineering firms, government agencies, or construction contractors, or teach in the colleges and universities. According to the 1950 survey of the profession by the A.I.A., for the country as a whole, individual practitioners comprised 70 per cent, and 19 per cent were architects in the employ of private firms. Some 5 per cent were classified as public employee architects, and the remaining 6 per cent were divided between teachers and miscellaneous groups.

Architects in private practice serve their clients as professional advisers in a relationship similar to that of doctors and lawyers with their clients. Before designing a building, the architect consults with the client on the purpose to be served, general style, size, location, cost range, materials, criteria, and other characteristics desired. Consideration is given to economy of layout and construction as well as to appearance and efficiency. After preliminary drawings have been made and approved, the architect prepares detailed working plans and specifications and obtains estimates of the cost. In addition, he usually arranges the contract between owner and building contractor for the construction of the building, supervises the progress of the work, and certifies to the completion of the building.

Opportunities exist in related specialized fields such as architectural engineering, stage set design, equipment design, archaeological research, marine architecture, auto and aircraft design, city and regional planning, and landscape architecture, as well as teaching and writing. Federal, state, and local governments currently employ full-time architects and offer periodic civil service opportunities.

Women have held jobs as landscape architects, consultants, and draftsmen and have been variously employed in partnership firms or governmental agencies. Most prominent women architects are engaged in independent practice or are partners in architectural firms, according to the U. S. Department of Labor studies.

SALARIES. Since the majority of architects operate as individual practitioners, they generally receive an income varying according to their experience, the type and volume of their business, and their clientele.

According to the 1950 "Progress Report" of the architectural profession shown in a survey by the A.I.A., beginning practitioners reported median annual earnings for 1949 of $5,400, rising steadily to a maximum of $14,000 at age 62. Corresponding figures for non-salaried A.I.A. members range from $4,900 to $9,400 at age 57. Positions within the large office vary. A beginning draftsman currently receives from $60 to $75 per week, whereas more experienced, responsible personnel earn from $150 to $200 per week and the engineers from $5,000 to $10,000 per year. Government positions for regular architects range from approximately $4,000 to $7,400, according to classification.

TRENDS. In recent years the profession has progressed tremendously. The demand for architects' services was much greater in the mid-1950's than before World War II, owing to the great amount of residential building and other construction. Defense mobilization activities sharply reduced private residential building, but this has been offset by the demand for architectural services on other levels and types of construction activity connected with defense. The long-run employment trend appears definitely upward, owing to the increasing use of architectural services in both residential and non-residential construction. The nature and volume of building activity will be largely affected by the mobilization program.

For women, the outlook is an encouraging one. Most American colleges are receptive to women as architects, and so are the private firms. Cornell University's College of Architecture faculty says: "Young women may now embark upon the study of architecture with the assurance that exceptional opportunities await them in these professions. The demand for women in industry and construction is steadily increasing."

ARCHITECTURE

National Architectural Accrediting Board
Accredited Schools of Architecture
1956-1957

ALABAMA
  Alabama Polytechnic Institute, Auburn.
CALIFORNIA
  University of California, Berkeley.
  University of Southern California, Los Angeles.
CONNECTICUT
  Yale University (Prov.*), New Haven.
DISTRICT OF COLUMBIA
  Catholic University of America, Washington.
  Howard University, Washington.
FLORIDA
  University of Florida, Gainesville.
GEORGIA
  Georgia Institute of Technology, Atlanta
ILLINOIS
  Illinois Institute of Technology, Chicago.
  University of Illinois, Urbana.
INDIANA
  University of Notre Dame, Notre Dame.
IOWA
  Iowa State College of Agriculture and Mechanic Arts, Ames.
KANSAS
  Kansas State College of Agriculture and Applied Science, Manhattan.
  University of Kansas, Lawrence.
LOUISIANA
  Tulane University of Louisiana, New Orleans.

MASSACHUSETTS
  Harvard University (Prov.*), Cambridge.
  Massachusetts Institute of Technology, Cambridge.
MICHIGAN
  University of Michigan, Ann Arbor.
MINNESOTA
  University of Minnesota, Minneapolis.
MISSOURI
  Washington University, St. Louis.
NEBRASKA
  University of Nebraska, Lincoln.
NEW JERSEY
  Princeton University, Princeton.
NEW YORK
  Columbia University, New York.
  Cornell University, Ithaca.
  Pratt Institute, Brooklyn.
  Rensselaer Polytechnic Institute, Troy.
  Syracuse University, Syracuse.
NORTH CAROLINA
  North Carolina State College of Agriculture and Engineering, Raleigh.
OHIO
  Miami University, Oxford.
  Ohio State University, Columbus.
  University of Cincinnati, Cincinnati.
OKLAHOMA
  Oklahoma Agricultural and Mechanical College, Stillwater.
  University of Oklahoma, Norman.
OREGON
  University of Oregon, Eugene.
PENNSYLVANIA
  Carnegie Institute of Technology, Pittsburgh.
  Pennsylvania State University, University Park.
  University of Pennsylvania, Philadelphia.
RHODE ISLAND
  Rhode Island School of Design, Providence.
SOUTH CAROLINA
  Clemson Agricultural College, Clemson.
TEXAS
  Agricultural and Mechanical College of Texas, College Station.
  Rice Institute, Houston.
  University of Texas, Austin.
UTAH
  University of Utah, Salt Lake City.
VIRGINIA
  University of Virginia, Charlottesville.
  Virginia Polytechnic Institute, Blacksburg.
WASHINGTON
  University of Washington, Seattle.

BIBLE

The current trend in many of the social science professions is to consider the whole man rather than a mere facet of his personality. In this regard, Christian education is no exception, for it would embrace the total personality, providing for the physical, mental, social, and spiritual development of the student. Nor is this learning experience peculiar to the erudition one may absorb in the spiritualized surroundings of a Bible Institute or College. Basically, the curriculum represents a practical approach to problems of everyday living. It is primarily an instrumentality that channelizes endeavor from a consuming devotion to values, the touchstone of all philosophy, to the problems of survival in a confused world.

According to the Accrediting Association of Bible Institutes and Bible Colleges, there are two divisions of Bible education: collegiate and intermediate. Intermediate schools are post-secondary but do not completely meet the criteria for institutions of higher learning and consequently do not offer degrees upon completion of the courses. Therefore, our major concern will be with those institutions that meet and maintain the standards of degree-granting schools found in the Association's collegiate division.

Bible is specifically an undergraduate curriculum. Beyond it, according to the American Council on Education, lies the graduate field of theology, taught in the seminary and supervised by the American Association of Theological Schools. The third field is religious education, departmentally and institutionally, in both graduate and undergraduate areas.

QUALIFICATIONS. Bible colleges require "the satisfactory completion of a course in an approved secondary school or its academic equivalent." Most schools admit all high school graduates with the exception of those in the lowest percentile ranks. A limited number of mature students who have not completed their secondary school work may be admitted as special students. The percentage allowed under these circumstances cannot exceed 5 per cent of the total student body.

Some schools offer a limited number of high school courses yearly and will accept approved correspondence school credits or will validate high school standing upon receipt of an acceptable score on tests of general education development at the high school level.

Entrance examinations are usually not given until the applicant arrives at the school of his choice for registration and programming. Most often these tests are given at this time for the purpose of intelligent guidance and placement. Some schools make use of standard psychological tests, reading tests, and aptitude tests to screen applicants, but these are given by the school or a testing service prior to action upon applicants.

LENGTH OF COURSE. Three-, four-, and five-year undergraduate curricula are offered in the accredited schools. Graduation from three-year courses is equal to two years' credit in a standard liberal arts college. Those with the Bachelor of Arts degree earned at an accredited Bible Institute or College will be admitted into many seminaries on the same basis as graduates of liberal arts colleges.

COURSES. The traditional courses of study have gone through a number of phases. At the present time, competent opinion believes that the majority of accredited schools seek to combine the following three elements: (1) general education, (2) Bible and theology, and (3) specialized methods or professional courses in Christian work. Although all curricula are Bible-centered, the percentage of work in each of these three areas varies widely from school to school.

DEGREES. The degree usually earned in a Bible Institute or Bible College is that of Bachelor of Arts with a Bible major. More specialized programs may lead to the degrees of Bachelor of Sacred Music and Bachelor of Christian Education. The Bachelor of Theology degree may be offered for programs of not less than five years in length.

ACCREDITATION. The Accrediting Association of Bible Institutes and Bible Colleges, 100 State Street, Providence 8, Rhode Island, is the only accrediting agency for such institutions. The Association does not accredit departments in liberal arts colleges, but only institutions as a whole.

The educational field of "Bible" accredited by the association is "undergraduate" as distinguished from the field of "Theology" which is "graduate" and occupied by the American Association of Theological Schools. Also it is broader and less specialized than the field of "Religious Education" which may be either undergraduate or graduate as currently defined by the American Association of Schools of Religious Education.

TUITION. Tuition fees generally vary from none at all up to $300 per year. Where there is denominational support for

---

**The term "Provisional" indicates that the school accreditation is for less than the normal five-year period.*

a school, and in a few cases where there has been some endowment, tuition fees are correspondingly low. Usually, the interdenominational schools are apt to charge the higher tuition rates.

SCHOLARSHIPS. A few scholarships are available in the schools which charge tuition. Many have tuition grants to be awarded on the basis of financial need to worthy students.

JOBS. A large proportion of the graduates go to the foreign mission fields, chiefly under what are called "interdenominational faith missionary societies." That is, the graduates are not normally supported by the usual denominational agencies but rather by the newer interdenominational ones. At present, there are more volunteers for the foreign mission field than there are funds available to send them.

Another large block of students enter into the pastoral ministry. From denominational Bible Institutes they go into churches of the parent denomination, to a large degree, and in most cases the denominations, though small, are still growing and desirous of having more pastors. Throughout the Mid-West, graduates of Bible schools often serve independent, non-denominational churches.

TRENDS. An increasingly large number of Bible Institute graduates go on to liberal arts colleges, or to seminaries or professional schools of teaching and nursing. There seems to be little difficulty for students in any of these areas.

BIBLE

Accrediting Association of Bible Institutes and Bible Colleges
Accredited Membership, 1956

CALIFORNIA
- The Bible Institute of Los Angeles (Biola Bible College), Los Angeles
- Pacific Bible College of Azusa, Azusa
- Simpson Bible College, San Francisco
- Southern California Bible College, Costa Mesa

FLORIDA
- South-Eastern Bible Institute, Lakeland

ILLINOIS
- Lincoln Bible Institute, Lincoln
- The Moody Bible Institute, Chicago

INDIANA
- Fort Wayne Bible College, Fort Wayne

IOWA
- Chicago Evangelistic Institute, University Park

KANSAS
- Manhattan Bible College, Manhattan

MICHIGAN
- Detroit Bible Institute, Detroit
- Owosso Bible College, Owosso

MINNESOTA
- Minnesota Bible College, Minneapolis
- St. Paul Bible Institute, St. Paul.

MISSOURI
- Central Bible Institute, Springfield
- Kansas City Bible College, Kansas City

NEBRASKA
- Grace Bible Institute, Omaha

NEW YORK
- Nyack Missionary College, Nyack

OHIO
- Malone College, Cleveland

OREGON
- Multnomah School of the Bible, Portland

PENNSYLVANIA
- Eastern Pilgrim College, Allentown
- Messiah College, Grantham
- Philadelphia Bible Institute, Philadelphia

RHODE ISLAND
- Providence-Barrington Bible College, Providence

SOUTH CAROLINA
- Columbia Bible College, Columbia
- Wesleyan Methodist College, Central

TENNESSEE
- Johnson Bible College, Kimberlin Heights

TEXAS
- Southwestern Bible Institute, Waxahatchie

WASHINGTON
- Northwest Bible College, Seattle

CANADA
- Mennonite Brethren College, Winnipeg, Manitoba

BUSINESS

Because of the vast economic changes that have taken place in our society—the transition from an agrarian to an industrial nation—more emphasis has been placed upon business education than ever before in the past. The advent of the school of business administration, or the school of public administration, is a comparatively recent phenomenon. It was during the latter part of the nineteenth century, and more lately coming into the twentieth century, that business schools, as divisions of colleges or universities, began to flourish.

C. E. Gilliland, Jr., former executive secretary of the American Association of Collegiate Schools of Business, pointed out that during the last half century or so business enterprises became larger and more complex, and specialization developed in the various functions of business management. In the 1952 edition of *American Universities and Colleges*, issued by the American Council on Education, Mr. Gilliland noted that with increased administrative responsibility, the business leader more and more developed professional and ethical attitudes, a realization of the existence of economic forces, and an acceptance of research and scientific methods in administration.

"More recently," Mr. Gilliland observed, "the increased participation of government in the supervision and regulation of business, the susceptibility of American business to international affairs, the growing complexities of human relations, the increased competitive struggle and the trend toward narrower profits, have been conditions which have opened opportunities to collegiate schools of business to educate men for exacting managerial responsibilities and, thus, to contribute to the general welfare."

One of the best known, and among the oldest collegiate schools of business in the United States is the Wharton School of Finance and Commerce, founded in 1881 at the University of Pennsylvania. Here the student can receive a well-rounded education in various phases of business and commerce, on both the graduate and undergraduate levels.

QUALIFICATIONS. Who should enter business schools or specialize in this field? Since there are many sub-divisions under the general title "business administration" there can be no single answer. In general, though, high school graduates who are interested in the many phases of industrial or business life of the community, who expect either to go into business for themselves or who would like to work for any one of the many large or small business concerns found throughout the country, might explore this area.

The suggestions offered by the Bernard M. Baruch School of Business Administration of the College of the City of New York would doubtlessly hold for other institutions. The college points out that the offerings of the business school are designed to supply a basic curriculum of collegiate training and professional preparation for undergraduates and an intensive program of specialized instruction of graduate work for advanced students and adults. In the undergraduate curriculum the primary aim is to provide not only those fundamentals of cultural and personal training which help to equip the students for life, but also those elements of professional preparation which facilitate entrance into a chosen career of business, public service or the teaching of commercial subjects.

Students who desire further training within an applied field of interest may pursue the course of study leading to the degree of Master of Business Administration, or Master of Public Administration. But even here the student is advised, and in some measure required, to undertake a program preparing him for the responsibilities which may be offered him during a broad career in business. The college stresses that courses of a specific professional nature are provided for those who desire training in particular subjects and are, in part, intended to help adults to become more proficient in their work.

The Columbia University Graduate School of Business, one of the best known institutions of its kind, emphasizes that in its instruction for business and economic affairs the school seeks to develop competence among mature students who have both a sound educational background and definite career objectives. The programs are intended for college graduates who seek to enter business for themselves, who seek careers in professional accounting, or who desire advanced preparation in business, economics, and administration for executive, staff and other specialized careers in business, government or other institutions.

A related purpose of the Columbia curricula is to qualify college graduates for careers as accountants, administrators, staff advisers, research workers, analysts, and specialists, in the government service and in other non-business organizations. The curricula are likewise intended for students who desire to follow teaching or research as a profession. For those who wish to develop a high degree of professional competence for careers as collegiate teachers, research workers in private or public agencies, or as research consultants, advanced graduate study is available.

ACCREDITATION. The American Association of Collegiate Schools of Business, organized on June 17, 1916, is the leading professional organization within the field of business administration. It is the nationally recognized accrediting organization. Eighty of the 290 colleges granting degrees in business are members of the association. The association's address is 101 N. Skinker Road, Station 24, St. Louis 5, Missouri. However, it must be recognized that not all colleges that have divisions or business schools on their campuses belong to this body—a notable instance being Yale University. According to its executive secretary, the purpose and the activities of the association have been to promote and improve higher business education in the United States. The present membership of seventy-seven institutions comprises, on the whole, the leading business programs in the field of higher education.

Two classes of membership exist in the association—full and associate membership. Criteria for membership, the association explains, include a minimum core program in the professional field as well as a minimum distribution in nonprofessional subjects; number and qualifications of faculty members; salaries; teaching load, quality of instruction, and adequate library and laboratory facilities. In general, an institution admitted to membership is expected to be a member of the regional educational associations. However, those schools that do not meet all of the standards for membership set by the association are accepted as associate members.

SCHOLARSHIPS AND TUITION. Almost every one of the business schools offers scholarships, either through the college or university itself, or through special grants set up by the business division. As a rule, students attending the school of business are entitled to the same privileges, and the same scholarships, fellowships or loans, as students in the other divisions of the institution. In some instances business concerns have established special scholarship programs for students in the school of business. The student may get the information by writing directly to the college that he is considering as his choice.

COURSE OF STUDY. Students taking business administration programs will be expected to get a fairly good liberal arts background the first two years of college life, while the latter two will be devoted to greater specialization in the field. There is a trend toward an increased amount of so-called non-business courses in the college curriculum. The City College business school is typical of others: A total of 128 credits is required for the degree of Bachelor of Business Administration. Of these, between forty-four and seventy are devoted to what is described as the cultural base consisting of liberal subjects, similar to those required in the College of Liberal Arts and Science of candidates for the degree of Bachelor of Arts. These subjects are taken chiefly in the first two years of the course. The remaining credits are devoted almost entirely to courses deemed especially appropriate to the degree of Bachelor of Business Administration; twenty-four are devoted to required background courses in economic and business subjects, and at least twenty-four more to some field of specialization. In addition to the required cultural and business background courses, the student is permitted to take a number of free elective courses.

MAJOR DIVISIONS IN BUSINESS ADMINISTRATION. The student who elects to enter the field of business administration or public administration has a host of subdivisions from which to choose. Many courses are offered which will lead to specific areas of specialization. It will depend, of course, upon your aptitude, interest and educational background as to which of these fields you select.

Below are listed a few divisions, to give the prospective business student an inkling of the vast opportunities offered in this field:

1. Advertising. This field deals with advertising techniques, advertising production, and advertising copy. It will consist of such areas as advertising agency procedures, advertising campaigns and direct mail advertising. Market analysis, problems in advertising and selling, and industrial advertising are often included.

2. Banking. Here we find such topics as: credit and credit institutions, money and currency, commercial bank lending, bank management, money market analysis, foreign exchange and international banking, mortgage banking and consumer and sales credit management. This is an extremely important and rapidly growing field of activity, but it is a highly specialized one.

3. Business Law. The student will get a study of law that is designed to acquaint him with the functioning of the legal systems, the rules under which business operates, the relationships of government and business, and the place of law in the control and direction of our economy.

4. Finance. Many facets of business finance are offered the student. Typical financial problems involved in the establishment and operation of business enterprises are presented in this area. Finance also includes, in the Columbia business program, such subjects as security analysis, security markets, corporate financial policy and common stock valuation.

5. Foreign Trade. Here, too, the student will find a growing field. This may lead to government service, to a job with an international corporation, or to private work. The new role of the United States government in assuming world leadership has brought foreign trade into the limelight. Such topics are considered as: economic and business problems in the fields of foreign trade, international business, foreign economic development and technical assistance to underdeveloped areas.

6. Industrial Relations. With the growth of the labor unions into positions of influence, the industrial concerns now seek "human relations" or "labor relations" or "public relations" experts. Industrial relations call for experts in the fields of labor economics, personnel administration, human resources, labor management or wage determination and wage stabilization.

7. Insurance. This field offers wide possibilities. The essentials of contracts for fire, marine, caualty and surety

insurance, as well as for life insurance, are considered in this area. Such topics as: problems in life insurance, inland marine insurance, problems in casualty insurance, group insurance and pension plans, workman's compensation and disability insurance, and social and group insurance, are offered in this division.

8. Marketing. Here we find such factors considered as: factors affecting consumer demand the structure of the market, marketing methods and problems of various agencies, economics of consumption, economics of fashion, sales organization and marketing management, marketing research, and wholesale marketing.

9. Real Estate. The problems dealing with real estate have grown tremendously, and are still in the state of flux. The American people have become home owners—more houses are being built each year than ever in the past. Courses covered in this area include: essentials of real estate, building construction, real estate financing and investments, real estate management, operation of private housing projects, building construction problems, problems in housing operations, real estate brokerage, principles of urban land utilization, and appraisal problems.

10. Statistics. Business statistics offer many opportunities for students. The typical courses in this field would include: principles of statistics, analysis of time series, statistical methods of production and quality control, statistical methods of sales control, financial management statistics, sampling procedures in business and economics, statistical methods in business and economic research, and economic statistics.

11. Transportation. The economics of transportation are considered in this area. Such topics are listed as: traffic management, current issues in transportation policy, international transportation and the rate and service regulations. All avenues of transportation—air, sea and land—are considered.

12. Public Administration. Here we find the place of the public administrator in American life considered at some length. A typical program would include public personnel administration, public housing; and field work in public administration. The student would consider the career idea, organization of the central and operating public personnel agency, recruiting, examinations, service ratings, and employer-employee relations. The public budget administration, public welfare administration, public housing management, administration of public agencies, public personnel problems, and similar topics are offered.

STUDENT ENROLLMENT IN SCHOOLS OF BUSINESS ADMINISTRATION. According to the United States Office of Education, at the bachelor's level more students receive their degrees in Business and Commerce than in any other field. During the last five years, between 15 and 20 per cent of all the bachelor's degrees granted were conferred in the fields of business and commerce. This field attracts a considerably higher proportion of men than women. A typical year—1954-55—found that 22 per cent of all men receiving their bachelor's degrees majored in Business and Commerce, while only 6 per cent of the women took their degree in this field. These degrees are now conferred by almost 700 institutions. Incidentally, Education ranked next to Business and Commerce with respect to the number of bachelor's degrees conferred.

The job opportunities for students who graduate with business degrees are good. The salaries, of course, depend upon the type of work that the student plans to do upon graduation. The trend at the present time is toward increasing numbers of students entering upon business or commerce careers, as judged by the increased enrollments in schools and divisions of business administration.

Accounting

This section will give, in some detail, the requirements, courses, and conditions existing in one important occupation found within business administration—accounting. In a sense, accountancy is unlike the other fields within this broad area of business administration. The states have created stringent examination and licensing procedures to get the coveted Certificate of Public Accounting—the CPA license.

Businessmen have always found it necessary to record financial transactions, the oldest accounting records dating back to 3600 B.C. in ancient Babylonia. The United States, today, is the biggest business the world has ever seen. It is no wonder, then, that accounting techniques have formed the basis for a very lucrative and popular profession. Possibly, the relationship between the prosaic bookkeeper and his more specialized confrere has been a vague one. Briefly, the routine keeping of records has become the special province of the bookkeeper, whereas the professional accountant, who must know how to keep records, is primarily concerned with the installation of systems of accounting and with the examination, analysis, and interpretation of financial operations of business. Professional accounting work requires judgment of a high order, discretion, and highly specialized knowledge in the following seven areas:

AUDITING. The auditing process is essentially a check-up on accounting. The auditor tries to determine whether the firm's records and statements give a fair picture of its financial condition and show adherence to accepted accounting principles. He compares entries in the firm's books with the original records, bills, shipping records, vouchers or receipts, canceled checks, and other supporting documents to make certain that all financial transactions have been correctly recorded and classified.

GENERAL ACCOUNTING. The everyday work of keeping records (including the general "ledgers" showing the current status of every item of account) and of preparing reports constitutes general accounting. Most of the work in general accounting departments is either clerical or supervisory. However, large companies employ professional accountants to direct the accounting department, plan general accounting policies and procedures, and prepare special studies and reports.

COST ACCOUNTING. Cost accountants plan, set up, and direct the operation of accounting systems which make it possible to compute the cost of producing or selling an item or service, accounting for the labor, materials, and overhead expenses for each unit of goods produced, and to determine the cost of operating each organizational unit of the business.

SYSTEMS AND PROCEDURES. Although auditors, general accountants, and cost accountants frequently set up their own systems and procedures, very large companies usually employ specialists to perform such work. These specialized accountants plan accounting systems and office procedures which will provide the company with needed accounting reports at the lowest possible cost.

TAX ACCOUNTING. The establishment of systems of keeping tax records, the preparation or review of federal, state, and local tax returns for business establishments, and the preparation of individual income tax returns are included in tax accounting work. Accountants give advice on the tax consequences of proposed business transactions and represent their clients or employers in conferences and discussions with tax officials.

CONTROL ACCOUNTING. The controller of a company is its chief accounting officer. He directs the total accounting program and establishes and co-ordinates cost standards, expense budgets, sales forecasts, and profit plans. The controller provides other company officers with the facts, estimates, and analyses needed in planning current and future operations.

TEACHING. Instruction in accounting theory and practice is given in colleges, universities, and private schools of business. Teachers must be capable of training students in any of the types of accounting work described, although they may specialize in one particular type. Evidently, these areas require men with extensive academic training and a great deal of experience.

QUALIFICATIONS. The student wishing a career in accounting can choose from a wide variety of schools to obtain the necessary educational background. Four-year colleges and universities train the great majority of students in this field, usually offering a comprehensive program in business and accounting, leading to a bachelor's or higher degree in business administration and commerce, with a major in accounting. Although schools of business administration, finance, and commerce are essentially professional institutions, the matriculated student has the opportunity for broad training in related business subjects, social sciences, English, and the liberal arts.

All schools offering this type of curriculum are for undergraduates, with the exception of the University of Chicago, Harvard University, and Cornell University, which are on the graduate level.

Most schools accept high school graduation with a certificate of 15 or 16 credits. The first figure is not the broad policy throughout the college system but is peculiar to specific schools. This is especially true in states where three years of English is sufficient for graduation. Other requirements differ with particular schools. For example, the New York University School of Commerce, Accounts, and Finance does not insist on foreign language or mathematics credits as part of the 16 it demands for the satisfaction of its entrance requirements. Pace College, in the same geographical area, has similar standards. On the other hand, the University of Alabama and the University of Nebraska require 2 units of math (elementary algebra and plane geometry), and the University of California requires not only elementary algebra and plane geometry but 2 units of foreign language credit as well. It therefore becomes obvious that standardized requirements do not exist and that the student must be aware of the matriculation requirements of the school of his choice.

CPA CERTIFICATION AND LICENSING. The Certified Public Accountant license or certificate is a universally recognized mark of proficiency in accounting. It is a particularly valuable type of accreditation to possess because in some states it is no longer possible to enter the public accounting field as an independent practitioner without this certification. And, of course, the trend is such that, as time goes by, fewer and fewer states will permit practice without it.

All candidates must pass a difficult series of examinations. According to the Bureau of Labor Statistics, only 11 per cent of the candidates taking the examination for the first time in May, 1949, succeeded in passing all four parts. According to the American Institute of Accountants, the reason for the high mortality rate of examinees is a serious lack of experience and too little education.

New York and New Jersey require candidates to be college graduates with a major in accounting obtained at a school or college approved by the state Board of Education. A third state, Oregon, has had such a requirement since January 1, 1955, and Florida followed suit in 1956. Illinois requires candidates to have 20 semester-hours in accounting plus 10 semester-hours in related subjects. California requires the CPA candidate to have two years of college training or its equivalent, or to pass a written preliminary examination. It is interesting to note that the two states requiring college graduation have about one-third of all the CPA's in the country.

Most states require candidates for the CPA license to have at least two year's experience in public accounting or accounting work considered equivalent. However, the prerequisites range from no experience in one state to a minimum of three year's experience in public accounting (in addition to other educational or experience requirements) in other states.

The American Institute of Accountants, 270 Madison Avenue, New York 16, New York, publishes a list of schools and colleges offering accounting courses.

TUITION. Tuition is variable, depending (as with other professional study) on whether the college is private or state-controlled and on its geographic location. For example: The University of Alabama is $135 for residents but charges $385 per year for non-residents. The University of California is $82 for residents, but a fee of $300 per year is made for non-residents. The University of Nebraska charges $180 per year for residents and $360 for non-residents. The University of Kansas has a fee of $160 per year for residents and $396 for non-residents. The University of Connecticut charges $160 per year for residents and $410 for non-residents. New York University and Columbia University tuition is $900 per year for a full program of study.

RESTRICTIONS. There do not seem to be any geographic restrictions other than higher tuition fees for non-residents who wish to attend state colleges and universities. Even the federal agency, the U. S. Department of Labor, has not seen fit to mention the word discrimination in its survey of the field of accountancy. There are three predominantly Negro institutions—Howard University, Washington, D. C.; Wilberforce University, Wilberforce, Ohio; West Virginia State College, Institute, West Virginia—which offer courses in accounting.

Current opportunities for women in professional accounting positions are better than at any time since World War II, according to a government bulletin. The number of women prepared for professional work, however, is small. In 1949—1950, when there were approximately 16,000 college graduates with a major in accounting, only about 500 were women. Of the 42,000 CPA's in 1951, an estimated 500—600 were women and not more than a tenth of these had their own independent practice. The number employed as staff accountants by public accounting firms was also very small. Women who wish to enter the profession need the best possible training to meet the severe competition they face in all fields of accounting. The great majority of women accountants in private industry and government remain at the clerical or semi-professional level; an appreciable number, however, advance to technical or junior accounting jobs.

JOBS. The three major fields of employment for accountants are public, private, and government accounting. Public accountants offer their services to the general public on a fee basis, in much the same way as do lawyers, doctors, and dentists. A public accountant may be in business for himself, or he may be a partner in an accounting firm. In addition, the larger firms have on their staffs professional accountants who work for a salary but are also considered public accountants. The two largest areas of public accounting work consists of auditing and tax services. Public accountants serve a wide variety of clients, including business enterprises, government agencies, and non-profit institutions.

Employees of public accounting firms usually begin as junior accountants. College seniors hired by some large firms for a short period of internship training may be called interns but their work is the same as that of the beginning junior accountant.

The senior accountant usually takes charge of an entire audit or other assignment. He may have several juniors and semi-seniors to assist him if the assignment is a large one.

Private accounting is the largest field of work for professional accountants, probably employing at least half again as many as public accounting. According to the U.S. Department of Labor, the number of private accountants is extremely difficult to estimate because private business firms usually do not differentiate clearly between professional and non-professional personnel. Private accountants with the same job title, working for different firms, may have duties so diverse that one is properly classified as a professional worker, whereas the other is clearly a bookkeeper. In most companies, there are accountants whose duties include both professional accounting work and clerical or bookkeeping functions. Nevertheless, the available evidence suggests that there were approximately 165,000 professional accountants in the private accounting field in 1956.

Inexperienced men in private as in public accounting start out by performing the routine work considered essential in gaining experience for professional and supervisory accounting positions. A small number of outstanding accounting majors graduated by collegiate schools of business are selected each year for accounting trainee positions by very large corporations. These trainees receive special on-the-job training that lasts from a few months to three years or longer.

Accountants employed by government agencies may be broadly divided into two major groups: (1) those who, as representatives of the government, work on the books and records of private business organizations or individuals, and (2) those who work on the accounting records of government agencies.

Among government accountants, there are many types of specialists who work on the books and records of private business organizations. A large proportion are engaged in tax investigations. Their work includes the analysis of tax reports and accounting records of taxpayers. Many accountants make audits and analyses of financial statements of companies subject to special government regulations, including banks, insurance companies, public utility and transportation companies, and corporations which sell stocks to the general public.

Other accountants audit the books of firms selling products to government agencies and analyze production costs in connection with contracts let on a cost-plus basis. The regulation of prices on a national scale, particularly during a war or defense period, or on a local or state-wide scale, as in the case of such commodities as milk, requires the services of highly trained cost accountants who are specialists in the particular industry under consideration.

SALARIES. Beginning salaries of new college graduates with a major in accounting tend to be higher in private than in public accounting. According to the Bureau of Labor Statistics, the average starting salary in both fields received by graduates in the mid-year class of 1951 was markedly higher than the averages for June graduates in 1949 and 1950. The average starting salary of new graduates, according to the U. S. Office of Education, excluding graduates of New York City schools, rose from about $210 a month in the summer of 1949 to $220 the following year and $300 in 1957.

WORKING CONDITIONS. Working conditions in accountancy depend to a great extent on the field of employment. In general, public accounting jobs are more varied in character, involve more irregular hours of work, and are more taxing physically than either private or government accounting positions. In most firms the hours of work are not regular. It depends upon the season.

Working conditions in private business are usually the same for accountants as for all other office personnel. Most accounting departments have a standard 40-hour work week. However, some firms require their accountants to work overtime at the end of each month in order to get their monthly statements and reports completed on time. It is customary to pay all junior accounting personnel at the rate of time and a half for overtime.

TRENDS. In a bulletin entitled *Employment Outlook in Accounting*, prepared by the Bureau of Labor Statistics in cooperation with the Veterans Administration and in consultation with professional societies of accountants, it was ascertained that there will probably be a moderate long-run expansion in the employment of professional accountants to provide services needed in normal times. However, a return to peacetime conditions would probably sharply reduce the employment of accountants in work relating to defense production and by-products of the "cold war."

According to the report, any such decline would be slow because of the time required to complete the accounting work connected with settlement of defense matters. Over the long run, continued increase in the demand for accountants may be expected in public and private accounting, because small as well as large organizations tended to expand their use of accounting services during World War II and consequently obtained a better understanding of the contribution accountants make to business efficiency.

BUSINESS

The American Association of Collegiate Schools of Business Members, 1956-1957

- ALABAMA
  - University of Alabama, University.
- ARIZONA
  - University of Arizona, Tucson.
- ARKANSAS
  - University of Arkansas, Fayetteville.
- CALIFORNIA
  - Stanford University, Stanford.
  - University of California, Berkeley and Los Angeles.
  - University of San Francisco, San Francisco.*
  - University of Santa Clara, Santa Clara.*
  - University of Southern California, Los Angeles.
- COLORADO
  - University of Colorado, Boulder.
  - University of Denver, Denver.
- FLORIDA
  - University of Florida, Gainesville.
- GEORGIA
  - Emory University, Emory University.
  - University of Georgia, Athens.
- ILLINOIS
  - Loyola University, Chicago.*
  - Northwestern University, Evanston.
  - University of Chicago, Chicago.
  - University of Illinois, Urbana.
- INDIANA
  - Indiana University, Bloomington.
- IOWA
  - Drake University, Des Moines.*
  - State University of Iowa, Iowa City.
- KANSAS
  - University of Kansas, Lawrence.
- KENTUCKY
  - University of Kentucky, Lexington.
- LOUISIANA
  - Louisiana Polytechnic Institute, Ruston.*
  - Louisiana State University and Agricultural and Mechanical College, Baton Rouge.
  - Loyola University, New Orleans.*
  - Tulane University of Louisiana, New Orleans.
- MARYLAND
  - University of Maryland, College Park.
- MASSACHUSETTS
  - Boston College, Chestnut Hill.
  - Boston University, Boston.
  - Harvard University, Boston.
- MICHIGAN
  - Michigan State University of Agriculture and Applied Science, East Lansing.
  - University of Detroit, Detroit.
  - University of Michigan, Ann Arbor.
- MINNESOTA
  - University of Minnesota, Minneapolis.
- MISSISSIPPI
  - University of Mississippi, University.
- MISSOURI
  - St. Louis University, St. Louis.
  - University of Missouri, Columbia.
  - Washington University, St. Louis.

MONTANA
- Montana State University, Missoula.

NEBRASKA
- Creighton University, Omaha.*
- University of Nebraska, Lincoln.

NEW HAMPSHIRE
- Dartmouth College (The Amos Tuck School of Business Administration), Hanover.

NEW JERSEY
- Rutgers University, Newark.

NEW YORK
- City College of the City of New York, New York.
- Columbia University, New York.
- Cornell University, Ithaca.
- Fordham University, New York.
- New York University, New York.
- Syracuse University, Syracuse.
- University of Buffalo, Buffalo.

NORTH CAROLINA
- University of North Carolina, Chapel Hill.
- Wake Forest College, Winston-Salem†

NORTH DAKOTA
- University of North Dakota, Grand Forks.*

OHIO
- Bowling Green University, Bowling Green.*
- Miami University, Oxford.
- Ohio State University, Columbus.
- Ohio University, Athens.
- University of Cincinnati, Cincinnati.
- University of Toledo, Toledo.

OKLAHOMA
- University of Oklahoma, Norman.
- University of Tulsa, Tulsa.†

OREGON
- University of Oregon, Eugene.

PENNSYLVANIA
- Lehigh University, Bethlehem.
- Temple University, Philadelphia.
- University of Pennsylvania (Wharton School of Finance and Commerce), Philadelphia.
- University of Pittsburgh, Pittsburgh.

SOUTH DAKOTA
- University of South Dakota, Vermillion.

TENNESSEE
- University of Tennessee, Knoxville.

TEXAS
- Baylor University, Waco.*
- Southern Methodist University, Dallas.
- University of Texas, Austin.

UTAH
- University of Utah, Salt Lake City.

VIRGINIA
- University of Virginia, Charlottesville.
- Washington and Lee University, Lexington.

WASHINGTON
- State College of Washington, Pullman.
- University of Washington, Seattle.

WEST VIRGINIA
- West Virginia University, Morgantown.

WISCONSIN
- Marquette University, Milwaukee.
- University of Wisconsin, Madison.

WYOMING
- University of Wyoming, Laramie.

CHEMISTRY

Chemistry is one of the oldest sciences, yet one of the youngest, most vigorous in its growth.

The ancient alchemist is still a familiar figure. His chemistry was a mixture of science and superstition; his formulae were wonderfully and fearfully contrived.

Frequently frog's legs, bat wings and the moon's phases were a part of his world; the foaming elixir of life and the philosopher's stone played a part in the alchemist's effort to transmute base metals into gold.

The miracles of modern chemistry sometimes do not seem too far removed from the wonders of those times past.

Chemistry is daily making discoveries that will make our lives easier, more pleasant. Plastics, waterproofing agents, vitamins, printing inks, insecticides, soaps, glass, resins, cellulose, fuels, fibers, dyes, cortisone are but a few of the many, many things chemistry has given to man.

The imperfections of Nature can be improved upon by chemistry, suiting its uses to man's needs. The developing opportunities in chemistry offer an exciting challenge to those men and women about to make a career decision.

QUALIFICATIONS. Success in a chemist's career calls for patience, perseverance, acute powers of perception, scientific curiosity, a logical turn of mind, along with an ability to acknowledge and reveal one's own errors.

COURSES. Outlined courses in the study of chemistry are the following: general, analytical, organic, physical, and inorganic chemistry. Also required are: college algebra, trigonometry, analytic geometry and calculus; one or two years of physics; about the same amount of foreign language, and courses in college English, history, economics, psychology, and social sciences. Majors in chemical engineering will not always take so many courses in chemistry, but they will also study engineering drawing, chemical engineering unit operations, engineering thermo-dynamics, chemical engineering processes, mechanics of materials, and other engineering courses.

FIELDS OF SPECIALIZATION. The curriculum for the undergraduate student is usually pretty much prescribed by the college. Specialization on the graduate level centers around seven major areas. They are: Analytical, Biochemical, Electrochemical, Inorganic, Organic, Foods and Nutrition, and Physical. With the vast growth of the chemical industry, many others will undoubtedly be added. The horizons of chemistry have no limits.

DEGREES. There are two categories of bachelor's degrees earned in chemistry: "Full Major" and "Reduced Major."

Those expected to complete 35 semester hours (or its equivalent) of chemistry including courses in general or inorganic, analytical, organic, and physical chemistry, with college physics and calculus as prerequisites to the course in physical chemistry, are designated as "Full Majors," according to the American Chemical Society.

All others are classified as "Reduced Majors." These are the people who do not intend to have a professional career in chemistry: premedical, predental, high school science teachers and others wanting a degree in chemistry but not expecting to practice in the profession.

ACCREDITATION. The American Chemical Society at 1155—16th Street, N.W., Washington 6, D.C. is the nationally recognized accrediting organization.

TUITION. The cost of education in chemistry is about the same as for other general college courses. This depends, of course, upon the school selected. To this must be added the minor expense of laboratory fees.

SCHOLARSHIPS. New scholarships are being established regularly. Prospective students desiring scholarships should apply to the dean of the school they wish to attend; also to the American Chemical Society.

JOBS. There are 700,000 persons employed in chemical industry in the United States. Government and private industry maintain research and control laboratories. The United States Bureau of Standards and the Bureau of Agricultural Chemical Engineering employ most of the chemists in government. The large corporations are in constant need of

---

**Associate Member*

†*Provisional Associate Membership*

chemists and chemical technicians. The major divisions of chemistry for purposes of employment are:

- Glass chemistry
- Plant chemistry
- Resin chemistry
- Biochemistry
- Petroleum chemistry
- Cellulose chemistry
- Electrochemistry
- Photochemistry
- Analytical chemistry
- Textile chemistry
- Microchemistry
- Metallurgical chemistry
- Photographic chemistry
- Physical chemistry
- Colloidal chemistry
- Gelatin chemistry
- Dye chemistry
- Plastics chemistry
- Synthetic organic chemistry
- Paper and pulp chemistry
- Chemical microscopy

SALARIES. The ACS Committee on Professional Relations and Status survey of graduates reports in *Chemical and Engineering News* of July, 1954: "Starting salaries of inexperienced chemists and chemical engineers increased approximately 5%. Engineers with Ph.D.'s show the largest gain, 6.5%. Women chemists with bachelor's degrees did not fare so well; they received the same median salary as in 1953. Gains in other groups vary from 3.7 to 4.8%. These increases are especially significant since they occurred during a period when the cost of living index increased only one point from 114 to 115."

Inexperienced men with bachelor degrees received starting salaries of $370 a month in 1955. Women were paid $325 a month.

Inexperienced men and women with master's degrees received starting salaries of $416 a month in 1955.

Inexperienced men and women with doctor's degrees received starting salaries of $550 a month in 1955.

RESTRICTIONS. According to *Your Career in Chemistry*, "Very few women chemists in the professional class are admitted to the technical training courses in big industries because the training costs are high and those real and imaginary barriers in the minds of the industrial leaders make women too great an investment risk."

This refers especially to industrial chemistry. Women in chemistry are pioneers and have made—and will make—real contributions. They can't just be "good"; they must have superior education and training, plus a certain amount of professional aggressiveness in order to create a real career for themselves.

By relating to professions already conquered by women, the woman chemist can best advance.

Chemistry and home economics leads most naturally into foods, textiles and nutrition positions requiring chemistry training. This includes research, testing, and production. Writing for professional journals and consumer publications offers opportunities, too. The government, federal and state, offers good jobs for women. Teaching of chemistry also offers a real challenge.

WORKING CONDITIONS. Modern laboratories are usually well equipped with exhaust systems and protective devices for the safety of their employees.

Chemists, at present, work a forty-hour week; but if they are in the midst of an experiment, they will work extra time, in order to complete the experiment.

TRENDS. The number of graduates has decreased in recent years, with employment at a higher level. Industry provides the largest pay check, conditioned at the moment by geographical area—higher on the West Coast, according to the American Chemical Society. There is a steady demand for chemists both for the military and industry. Especially is this true of the chemical, rubber and petroleum industries, which are furthering research and development. A new policy of universal military service rather than selective service further reduces manpower and is important to remember.

The long range view would indicate that there is real opportunity for the chemist in the future. The two most important factors are (1) economic strength of the chemical and allied industries, (2) continuity of government-sponsored defense contracts involving technical personnel.

CHEMISTRY

American Chemical Society
Committee on Professional Training
List of Approved Schools, April, 1957

ALABAMA
  Alabama Polytechnic Institute, Auburn.
  University of Alabama, University.
ARIZONA
  University of Arizona, Tucson.
ARKANSAS
  University of Arkansas, Fayetteville.
CALIFORNIA
  California Institute of Technology, Pasadena.
  College of the Pacific, Stockton.
  Mills College, Oakland.
  Occidental College, Los Angeles.
  Pomona College, Claremont.
  San Diego State College, San Diego.
  San Jose State College, San Jose.
  Stanford University, Stanford.
  University of California, Berkeley, Davis, Santa Barbara and Los Angeles.
  University of Redlands, Redlands.
  University of San Francisco, San Francisco.
  University of Southern California, Los Angeles.
COLORADO
  Colorado State University, Fort Collins.
  Colorado College, Colorado Springs.
  University of Colorado, Boulder.
  University of Denver, Denver.
CONNECTICUT
  Trinity College, Hartford.
  University of Connecticut, Storrs.
  Wesleyan University, Middletown.
  Yale University, New Haven.
DELAWARE
  University of Delaware, Newark.
DISTRICT OF COLUMBIA
  Catholic University of America, Washington.
  Howard University, Washington.
FLORIDA
  Florida State University, Tallahassee.
  University of Florida, Gainesville.
  University of Miami, Coral Gables.
GEORGIA
  Emory University, Emory University.
  Georgia Institute of Technology, Atlanta.
  University of Georgia, Athens.
HAWAII
  University of Hawaii, Honolulu.
IDAHO
  University of Idaho, Moscow.
ILLINOIS
  Augustana College, Rock Island.
  Bradley University, Peoria.
  DePaul University, Chicago.
  Illinois Institute of Technology, Chicago.
  Knox College, Galesburg.
  Loyola University, Chicago.
  Monmouth College, Monmouth.
  Northwestern University, Evanston.
  Southern Illinois University, Carbondale.
  University of Chicago, Chicago.
  University of Illinois, Urbana.
  Wheaton College, Wheaton.
INDIANA
  DePauw University, Greencastle.
  Indiana University, Bloomington.

Purdue University, Lafayette.
University of Notre Dame, Notre Dame.
Wabash College, Crawfordsville.

IOWA
Grinnell College, Grinnell.
Iowa State College of Agriculture and Mechanic Arts, Ames.
State University of Iowa, Iowa City.

KANSAS
Kansas State College of Agriculture and Applied Science, Manhattan.
University of Kansas, Lawrence.
University of Wichita, Wichita.

KENTUCKY
University of Kentucky, Lexington.
University of Louisville, Louisville.
Western Kentucky State College, Bowling Green.

LOUISIANA
Louisiana State University and Agricultural and Mechanical College, Baton Rouge.
Tulane University of Louisiana (including H. Sophie Newcomb College), New Orleans.

MAINE
Bates College, Lewiston.
Bowdoin College, Brunswick.
Colby College, Waterville.
University of Maine, Orono.

MARYLAND
Johns Hopkins University, Baltimore.
Morgan State College, Baltimore.
University of Maryland, College Park.

MASSACHUSETTS
Amherst College, Amherst.
Boston College, Chestnut Hill.
Boston University, Boston.
Brandeis University, Waltham.
Clark University, Worcester.
College of the Holy Cross, Worcester.
Harvard University, Cambridge.
Massachusetts Institute of Technology, Cambridge.
Mount Holyoke College, South Hadley.
Northeastern University, Boston.
Radcliffe College, Cambridge.
Smith College, Northampton.
Tufts University, Medford.
University of Massachusetts, Amherst.
Wellesley College, Wellesley.
Wheaton College, Norton.
Williams College, Williamstown.
Worcester Polytechnic Institute, Worcester.

MICHIGAN
Albion College, Albion.
Hope College, Holland.
Michigan College of Mining and Technology, Houghton.
Michigan State University of Agriculture and Applied Science, East Lansing.
University of Detroit, Detroit.
University of Michigan, Ann Arbor.
Wayne State University, Detroit.

MINNESOTA
Carleton College, Northfield.
College of St. Thomas, St. Paul.
Hamline University, St. Paul.
St. Olaf College, Northfield.
University of Minnesota, Minneapolis.

MISSISSIPPI
Mississippi State College, State College.
University of Mississippi, University.

MISSOURI
Missouri School of Mines and Metallurgy, Rolla.
St. Louis University, St. Louis.
University of Missouri, Columbia.
Washington University, St. Louis.

MONTANA
Montana State College, Bozeman.
Montana State University, Missoula.

NEBRASKA
University of Nebraska, Lincoln.

NEVADA
University of Nevada, Reno.

NEW HAMPSHIRE
Dartmouth College, Hanover.
University of New Hampshire, Durham.

NEW JERSEY
Princeton University, Princeton.
Rutgers University (including Douglass College), New Brunswick.
Rutgers University, Newark College of Arts and Sciences, Newark.

NEW MEXICO
New Mexico College of Agriculture and Mechanic Arts, State College.
New Mexico Highlands University, Las Vegas.
New Mexico Institute of Mining and Technology, Socorro.
University of New Mexico, Albuquerque.

NEW YORK
Brooklyn College, Brooklyn.
City College of the City of New York, New York.
Clarkson College of Technology, Potsdam.
Colgate University, Hamilton.
Columbia University (including Barnard College), New York.
Cornell University, Ithaca.
Fordham University, New York.
Hunter College of the City of New York, New York.
New York University (University Heights and Washington Square College), New York.
Polytechnic Institute of Brooklyn, Brooklyn.
Queens College of the City of New York, Flushing.
Rensselaer Polytechnic Institute, Troy.
St. John's College, St. John's University, Jamaica.
Syracuse University, Syracuse.
Union College and University, Schenectady.
University of Buffalo, Buffalo.
University of Rochester, Rochester.
Vassar College, Poughkeepsie.

NORTH CAROLINA
Davidson College, Davidson.
Duke University, Durham.
North Carolina State College of Agriculture and Engineering, Raleigh.
University of North Carolina, Chapel Hill.

NORTH DAKOTA
North Dakota Agricultural College, Fargo.
University of North Dakota, Grand Forks.

OHIO
Antioch College, Yellow Springs.
Bowling Green State University, Bowling Green.
Case Institute of Technology, Cleveland.
Central State College, Wilberforce.
College of Wooster, Wooster.
Denison University, Granville.
Kent State University, Kent.
Kenyon College, Gambier.
Miami University, Oxford.
Mount Union College, Alliance.
Oberlin College, Oberlin.
Ohio State University, Columbus.
Ohio University, Athens.
Ohio Wesleyan University, Delaware.
University of Akron, Akron.
University of Cincinnati, Cincinnati.
University of Toledo, Toledo.
Western Reserve University, Cleveland.

OKLAHOMA
Oklahoma Agricultural and Mechanical College, Still-

water.
University of Oklahoma, Norman.
University of Tulsa, Tulsa.
OREGON
Oregon State College, Corvallis.
Reed College, Portland.
University of Oregon, Eugene.
University of Portland, Portland.
PENNSYLVANIA
Allegheny College, Meadville.
Bryn Mawr College, Bryn Mawr.
Bucknell University, Lewisburg.
Carnegie Institute of Technology, Pittsburgh
Chatham College, Pittsburgh.
Dickinson College, Carlisle.
Duquesne University, Pittsburgh.
Franklin and Marshall College, Lancaster.
Gettysburg College, Gettysburg.
Haverford College, Haverford.
Juniata College, Huntingdon.
Lafayette College, Easton.
Lehigh University, Bethlehem.
Muhlenberg College, Allentown.
Pennsylvania State University, University Park.
Philadelphia College of Pharmacy and Science, Philadelphia.
St. Joseph's College, Philadelphia.
Swarthmore College, Swarthmore.
Temple University, Philadelphia.
University of Pennsylvania, Philadelphia.
University of Pittsburgh, Pittsburgh.
Villanova University, Villanova.
RHODE ISLAND
Brown University, Providence.
Providence College, Providence.
University of Rhode Island, Kingston.
SOUTH CAROLINA
The Citadel—The Military College of South Carolina, Charleston.
Clemson Agricultural College, Clemson.
University of South Carolina, Columbia.
SOUTH DAKOTA
South Dakota School of Mines and Technology, Rapid City.
South Dakota State College of Agriculture and Mechanic Arts, Brookings.
University of South Dakota, Vermillion.
TENNESSEE
University of Tennessee, Knoxville.
Vanderbilt University, Nashville.
TEXAS
Agricultural and Mechanical College of Texas, College Station.
Baylor University, Waco.
North Texas State College, Denton.
Rice Institute, Houston.
Southern Methodist University, Dallas.
Texas State College for Women, Denton.
Texas Technological College, Lubbock.
University of Houston, Houston.
University of Texas, Austin.
UTAH
Brigham Young University, Provo.
University of Utah, Salt Lake City.
Utah State Agricultural College, Logan.
VERMONT
Middlebury College, Middlebury.
Norwich University, Northfield.
University of Vermont and State Agricultural College, Burlington.
VIRGINIA
College of William and Mary, Williamsburg.
Randolph-Macon Woman's College, Lynchburg.
University of Richmond, Richmond.
University of Virginia, Charlottesville.
Virginia Military Institute, Lexington.
Virginia Polytechnic Institute, Blacksburg.
Washington and Lee University, Lexington.
WASHINGTON
College of Puget Sound, Tacoma.
Seattle University, Seattle.
State College of Washington, Pullman
University of Washington, Seattle.
WEST VIRGINIA
West Virginia University, Morgantown.
WISCONSIN
Beloit College, Beloit.
Lawrence College, Appleton.
University of Wisconsin, Madison.
WYOMING
University of Wyoming, Laramie.

CHIROPODY

The practice of chiropody according to the California College of Chiropody Bulletin is "that specialty of medicine and surgery which is concerned with the care of the human feet, in health and in disease."

In the Illinois College of Chiropody and Foot Surgery Bulletin "it consists of the prevention, diagnosis, and treatment of foot disorders by electrical, mechanical, manipulative, medical, and surgical treatment except the amputation of the toes or foot. Moreover, it includes the non-surgical treatment of the muscles and tendons of the leg governing the functions of the foot."

Historically, the use of the term chiropody was first applied in 1768 by an Englishman named D Low who published a treatise entitled, "Chiropodologia, a Scientific Enquiry into the Cause of Corns, Warts, etc."

In former times, the care of feet was the subject of assidous attention in treatises by the ancient Greek writers Theophrastus and Hikesios of Smyrna. Cleopatra, the celebrated Egyptian queen, employed specially trained servants who used ointments and lotions to care for her hair, face, nails and feet.

In fourteenth century Europe, Barber-Surgeons organized as Guilds. Although limited to minor surgical procedure, they applied leeches and cups, trimmed and cut corns, compounded ointments and other preparations for the sake of beauty or the relief of pain. In this fashion they became the founders and forerunners of present day surgery, dentistry and chiropody.

Across the United States, travelling "corn doctors", as they were sometimes called, came into being when nineteenth century physicians and surgeons felt it was beneath their dignity to treat minor ailments of the feet. Anyone could engage in "corn cutting", without training or licensing.

Today, every state controls licensing of chiropodists.

Podiatry and chiropody are synonymous terms. Podiatry, thought to be more etymologically correct by some members of the profession, came into use in 1917, but today this term is used only in four states.

QUALIFICATIONS. Because of the specialized nature of the profession of chiropody, the prospective student should be able to meet the academic and scientific requirements.

The student should have mechanical ability to make various forms of braces, splints and protective devices; also, dexterity in manual manipulation of types of mechanical and electrical apparatus; steady nerves and efficiency in the use of sharp cutting instruments.

Professional success is dependent on a pleasing personality, confident manner and the recommendation of patients. Cleanliness and neatness are requisites as well, along with personal honesty of purpose. These personality characteristics for professional success were identified in a recent survey taken among practicing chiropodists.

High school subjects helpful for studying chiropody are: English, biology, chemistry, mathematics and physics, according to the National Association of Chiropodists. However, Temple University specifies the subjects to study in high school.

It is necessary to complete one year of college before being admitted to a college of chiropody. California and New York require two years. A minimum of one year of English and chemistry is required by all schools, with each school varying in the other subjects required.

COURSES. The four-year course leading to the Doctor of Surgical Chiropody degree requires from 4,200 to 4,320 hours in classroom, laboratory and practical clinical instruction. By 1960 all of the schools will require over 4,400 hours.

The major areas of study are: (1) Basic Sciences, (2) Chiropody, (3) Medicine, (4) Cultural, and (5) Additional—usually divided among the other subjects. The Council on Education grants the colleges the privilege of "increasing the hours of prescribed study, or adding such subjects to their curricula as may be deemed necessary or demanded by law."

Included in the Basic Sciences are: anatomy, chemistry, bacteriology and biology, physiology, hygiene and sanitation, and pathology.

Study of Chiropody includes: surgical chiropody-podiatry, foot orthopedics, foot gear, physical therapy, clinics, medicine (*materia medica*, pharmacy and therapeutics), surgery, neurology, psychology, dermatology and syphilology, orthopedic surgery, Roentgenology, medical and chiropodical-podiatric diagnosis, and emergencies.

Cultural subject matter for the student should include lectures on ethics, history of medicine and chiropody-podiatry, jurisprudence, professional economics and special lectures.

SPECIALIZATION. The National Association of Chiropodists names and defines six types of practices. They are:

1. Chiropody treatment usually implies the care of all foot disabilities except those classified as "orthopedic": corns, calluses, ulcers, bunions, infections, tumors, warts, nail and skin disorders, etc.
2. Appliance therapy is the making and fitting of various forms of braces, splints, and protective devices used in the correction of foot disabilities.
3. Shoe therapy is the prescribing and fitting of shoes for patients with foot disorders.
4. Physical treatment involves the use of such means as water, exercise, heat, rest, massage, different forms of mechanical and mechanical apparatus, in the treatment of orthopedic and skin disorders.
5. Orthopedic treatment deals with preservation and restoration of the bones of the foot and their associated structures. It involves the correction of foot deformities (flat foot, weak foot, crooked toes, etc.) by plaster casts, adhesive strappings, manipulation, and various types of mechanical and electrical apparatus.
6. Surgery is the employment of operative procedures for the treatment of foot disabilities. It requires a knowledge of the principles of asepsis, instrumental technique, and the use of various bandages, sutures, medicaments, local anesthetics, etc.

DEGREES. The Doctor of Surgical Chiropody degree is awarded for the successful completion of four years of study at a college of chiropody. However, the New York College of Podiatry grants a Doctor of Podiatry degree instead of Doctor of Surgical Chiropody—the terms being synonymous.

ACCREDITATION. The Council on Education of the National Association of Chiropodists is the nationally recognized accrediting body for colleges of chiropody. The association's address is 3301 16th Street NW., Washington 10, D. C.

The six accredited colleges of chiropodv in the United States have a total capacity of seventeen hundred students at the present time. There were 7,266 licensed chiropodists in 1950.

TUITION. The average cost per year ranges from $500 to $600. This includes tuition, books, instruments and total fees for courses. The minimum cost for the four-year period in college ranges from $1,800 to $2,000.

Living costs vary at each school. It also depends on whether the student is living at home. The dean should be consulted at the college you are interested in attending.

LICENSES. Upon graduation from college it is required that the graduate pass an examination of the state licensing board before permission is granted to practice.

Four states require two years of college work before a student may enter his professional course. Four colleges require only one year of preparation. A student planning to practice in one of these states should take two years of pre-professional college work before entering any college of chiropody.

Because state laws change at times, the prospective student would be well advised to find out whether he will be able to practice in the state of his choice after graduation from college.

RESTRICTIONS. Some chiropodists feel that their profession is not sufficiently recognized by medical men and the general public. This had led the National Association of Chiropodists to publicize the profession in recent years. The confining nature of chiropody is thought, by some, to be a disadvantage.

Less than 640 women are practicing chiropody in the United States. Admitted on the same basis as men to colleges of chiropody, they represent only 7.8 per cent of the licensed profession.

JOBS. There is a growing demand for chiropodists. The future for new practitioners looks promising.

SALARIES. In a recent pilot survey, the average net income for chiropodists was $11,330 in 1956. Higher net incomes range from $20,000 to $30,000. Nearly nine per cent reported a net income of over $30,000 in 1956.

TRENDS. Chiropody as a profession offers men and women the opportunity to serve humanity. It is the least crowded of the professions. Other phases, such as children's foot disorders and consultants for the designing of correct shoes, are some of the new and growing features in the field, and offer much to earnest students who desire to enter chiropody as a career.

CHIROPODY

National Association of Chiropodists
Council on Education

Accredited Colleges of Chiropody, 1957

CALIFORNIA
    California College of Chiropody, San Francisco.
ILLINOIS
    Chicago College of Chiropody and Pedic Surgery, Chicago.
    Illinois College of Chiropody and Foot Surgery, Chicago.
NEW YORK
    New York College of Podiatry, 53 East 124th Street, New York.
OHIO
    Ohio College of Chiropody, Cleveland.
PENNSYLVANIA
    Temple University, School of Chiropody, Philadelphia.

DENTISTRY

Prior to 1840, it was impossible to pursue the study of dentistry in the United States through formal courses of study, for all training was by the apprentice method. The

Baltimore College of Dental Surgery was the first institution of its kind within the confines of this nation's borders. Its first graduating class terminated its studies in the year of 1841. Since then, about 135,000 dentists have completed required courses in the several existing dental schools. There are 93,000 dentists in the United States at the present time.

Although dental caries and oral pathology have plagued mankind from prehistoric times to the present, it is strange when one considers that about 67 per cent of all the men and women ever trained in the United States for the profession of dentistry are still alive. It is surely the result of a change in educational values and the propagandizing of pseudo-scientific truths. Probably the old toothpaste ad that "four out of five have it" was statistically untrue and the proffer of its prophylactic therapy was more commercially sound than dentally advantageous. Yet it did help in reminding the general populace to "see your dentist twice a year." That dentists have been busy there can be no doubt.

According to a survey published by the American Dental Association in 1950, "the mean number of patients during a week was 48.7." This would indicate that every week more than 4,000,000 individuals visit their dentists, a large enough group to make the profession of dentistry a generally lucrative one.

QUALIFICATIONS. The Council on Dental Education of the American Dental Association, 222 East Superior Street, Chicago 11, Illinois, is the accrediting agency prescribing the qualifications demanded of all who would study the profession of dentistry in the United States. Under these regulations, admission to a dental school is dependent, among other personal factors, on two years of study in an accredited liberal arts college. The Council notes:

> The admission of a student to a dental school from a liberal arts college not within the territory or jurisdiction of an accrediting body may be sanctioned by the Council in extraordinary or special cases after ample evidence has been furnished concerning the quality and character of the instruction in the institution in question. A limited number of students may also be admitted from unaccredited institutions provided the credits earned are acceptable toward its degree by the state university of the state in which the unaccredited colleges are located. If you have any doubt about the acceptability of the liberal arts college in which you are enrolled or in which you may plan to enroll, you should seek advice from the dental school you later hope to enter or write directly to the Council on Dental Education for information.

Most dental school admissions committees do not specify high school graduation as an entrance requirement, presuming as they do that matriculation at a liberal arts college is sufficient testimony of successful secondary school achievement. However, a few dental schools do make the stipulation that high school graduation is necessary.

Of course, the high school curriculum should consist of subject matter that will insure satisfaction of liberal arts college entrance requirements. These requirements are somewhat variable, depending on the particular institution where matriculation is desired. It is important to remember that dental school subject matter is technical and highly specialized and that the vast majority of the dentist's every-day work experience is relegated to a rather narrow field of interest and endeavor. Consequently, it is important educational policy to insist that the high school and pre-dental training be utilized to give the individual somewhat of a basic education in language, literature, history, government, mathematics, economics, psychology, sociology, and the arts. This is important not only for the development of satisfying leisure-time activities but also in the interests of good citizenship.

The minimum pre-dental requirement covers at least 60 semester hours, or one-half the requirement for the bachelor's degree. Consequently, this minimum requirement may be met in an accredited junior college. The danger in choosing a junior college has to do with factors other than satisfying the minimum requirements demanded by some schools.

Although the minimum requirement for admission to a dental school is two years of liberal arts training, five schools now require three years of pre-dental preparation. It is difficult to ascertain what the specific requirements along these lines will be in the immediate future, but it is likely to go higher rather than decrease.

Another item to be considered is the size of the applicant group. Dental schools are at capacity now, and many have waiting lists. The *Dental Students' Register*, 1953-54, published by the American Dental Association, shows an enrollment of 3,274 freshmen in the dental schools as of October 15, 1953. No information is given as to size of the group originally applying, but it is reasonable to surmise that it was considerably more. Limited facilities, lack of aptitude, and failure to meet professional standards all combine in delimiting the size of the matriculation body. Consequently, the meeting of minimum requirements may not always be sufficient to guarantee acceptance by a dental school. To show how powerful a consideration this has become in dental education, nearly seven-tenths of the students enrolled in dental schools had more than minimum pre-dental training. Of the 12,516 undergraduates enrolled in dental schools as of October 15, 1953, 22 per cent had two years of pre-dental training, 27 per cent had three years, 6 per cent had four years without a degree, and 42 percent had a bachelor's or other degree.

In most cases, the student offering the minimum requirements of pre-dental training must present evidence of one year's credit in English, biology, physics, and inorganic chemistry, and a half-year's credit in organic chemistry.

The scientific screening of individuals prior to their entrance into a specific field of study represents a new trend in American educational policy. It is not wholly successful if for no other reason than that no instrument has been devised statistically to analyze or measure the human drives and emotions necessary to progress adequately in a particular profession. But success in basic science courses can be predicted with considerable accuracy by such things as (1) general intelligence, (2) reading ability in the sciences, and (3) ability to apply scientific principles. Prediction may also be achieved in clinical and pre-clinical subjects demonstrated in (1) visualization of three-dimensional patterns and (2) manual operation (carving test).

In September and October, 1946, the Council on Dental Education, in co-operation with the American Association of Dental Schools, inaugurated a mental and manual aptitude testing program calculated to help answer the often perplexing question as to who should study dentistry. This five-year experimental program in aptitude testing proved so successful that all of the dental schools decided to require all their applicants to take the aptitude tests prior to admission. The first nationwide dental aptitude testing program for applicants to the dental schools was inaugurated in the latter part of 1950 for applicants for the 1951 class.

The special application form can be obtained from the Council's Division of Educational Measurements or from the dental school to which you are applying.

COURSES. The subjects included in the curricula of the schools are:

Anatomy-Macroscopic and Microscopic
Anesthesia-General and Local
Bacteriology
Biochemistry
Dental Materials
Dentistry
Diagnosis
Embryology

Ethics
History of Dentistry
Hygiene
Jurisprudence
Medicine
Operative Dentistry
Oral Anatomy
Oral Surgery
Orthodontics
Pathology
Periodontia
Pharmacology and Materia Medica
Physiology
Practice Management
Prosthodontia
Public Health
Pulp Canal Therapy
Roentgenology

SPECIALIZATION. The seven recognized specialties are oral surgery, prosthodontics, pedodontics, periodontics, orthodontics, oral pathology, and dental public health.

DEGREES. Most of the schools confer the degree of Doctor of Dental Surgery (D.D.S.) upon candidates who complete the professional course, but four schools confer the degree of Doctor of Dental Medicine (D.M.D.). The dental profession and state dental licensing boards recognize no distinction in inherent values between these two degrees. In the majority of the universities in which dental schools form an integral part, it is possible for the individual student in combined courses to earn the degree of Bachelor of Arts (A.B.) or the degree of Bachelor of Science (B.S.) and the professional degree of D.D.S. or D.M.D. in six or seven years. It is also possible in some instances for the individual student to earn the degree of Bachelor of Science in Dentistry in connection with the professional course by offering credit in certain specified subjects in liberal arts and science.

ACCREDITATION. According to the American Dental Association, there are no sub-standard dental schools in the United States. Apparently, then, all schools observe the minimum pre-dental and professional requirements prescribed by the Council on Dental Education. All schools which have been approved or provisionally approved are recognized by the Council on Dental Education as accredited.

SCHOLARSHIPS. Scholarships are available in limited numbers in about 50 per cent of the schools. According to the American Dental Association, there are virtually no scholarships available for freshman students, but there are for upperclassmen. It should be remembered that this represents the picture on the professional educational level. General scholarships, on the pre-dental level, are to be found in the liberal arts colleges and are open for all competitors.

Figures concerning amounts of money and number of scholarships offered in schools of dentistry are not centrally available. Those interested in this type of information should correspond directly with the deans of the institutions.

TUITION. Tuition costs vary considerably, and additional charges are made (as in other areas) for non-resident students by state university schools. Students are also expected to buy or rent instruments. Of course, textbooks, laboratory fees, and other university fees incidental to registration are an extra cost. Tuition fees alone go as high as $800 a year in the private institutions.

STATE REQUIREMENTS FOR PRACTICE. According to the American Dental Association, Delaware is the only state "which specifies by statute the requirement of a year's internship before a dental graduate may be admitted to licensing examination." However, many dental graduates prolong their experiential learning period before beginning dental practice by voluntarily seeking dental internship. The period is usually one year but may be extended.

A majority of the states accept and recognize the certification of the National Board of Dental Examiners. The application fee for licensure varies from $10 to $75. This also applies to re-examination. There is also a fee for periodic registration costing from $2 to $10. For further information consult the booklet *Requirements and Registration Data of State Examining Boards*, issued by the American Dental Association.

The following states have dental laws permitting their licensing authorities to recognize the Certificate of the Council of the National Board of Dental Examiners: Alabama, Arizona, Connecticut, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Nebraska, Nevada, New Hampshire, New Mexico, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Dakota, Vermont, and Virginia. The U. S. Public Health Service, U. S. Army, and Puerto Rico also have consented to accept the Certificate of the National Board of Dental Examiners.

JOB OPPORTUNITIES. It probably is the ambition of almost every dental student to go into private practice as either a general operator or a specialist. Salaried dentists form a small part of the general profession, especially those who are employed by other dentists.

In addition to the obvious career opportunities in dentistry, there are also growing openings for lifelong service in army, navy, and public health installations, and in the Veterans Administration. There are also many opportunities in the expanding field of industrial dentistry.

SALARIES. According to 1952 American Dental Association reports, the average gross income of a dentist was about $18,800 and the average net income was about $10,900. A dental officer in the armed services receives a salary that is about $1,200 higher than the scale for his rating as an officer. In a *Survey of the Dental Profession*, 1950, organized by the Bureau of Economic Research and Statistics of the American Dental Association, it was ascertained that salaried dentists' monthly earnings were $513. According to this source, there are estimated to be 1,900 full-time dentist employees of U. S. Government. In the estimation of the U. S. Department of Commerce, almost two-thirds of the salaried dentists in the year 1948 were employed by industry or by federal, state, or local government; only a third were employed by other dentists.

In 1952 there were 72,000 dentists in private practice.

Many factors influence the amount of income received by dentists, such as sex, race, education, personality, ambition, health, and business acumen. The bearing of most of these factors is, of course, intangible—significant but difficult to measure.

One factor that affects the income of the dentist is specialization. Specialization of practice has always been uncommon among dentists. According to the U. S. Department of Commerce, an overwhelming proportion of dentists, 88 per cent, engaged in general practice. This agrees somewhat with a survey instituted by the American Dental Association, which showed that 12 out of 13 dentists engage in general practice. Earnings of dental specialists are, on the average, substantially greater than those of general practitioners.

RESTRICTIONS. H. B. Bain, Director of Public Information of the American Dental Association, says unequivocally: "The A.D.A. and its Council on Dental Education has no restrictions regarding sex, geography, religion, etc., concerning dental students."

In the *Survey of the Dental Profession*, 1950, sponsored by the A.D.A., it was ascertained that as of 1940, 1.5 per cent of practicing dentists were women. It was also stated that the proportion of female dentists had declined with each census from 1920 to 1940 and that this was a continuing trend. As of 1950, there were 82 women enrolled in the dental schools. Although these figures do not represent the result of a restrictive policy by the American Dental Association, they clearly show a lack of acceptance by the general population of women dentists. As a consequence, the profession is less attractive to women. Of course, women as a class suffer from no basic inferiority that would preordain their failure in this field of endeavor. The following dental schools accept men only: Georgetown University; Harvard University; Loyola University; Chicago College of Dental Surgery; St. Louis University.

The following two institutions are predominantly Negro: Meharry Medical College, School of Dentistry, Nashville, Tennessee; Howard University, College of Dentistry, Washington, D. C.

TRENDS. According to the *Occupational Outlook Handbook*, issued by the U. S. Department of Labor, 1952, the shortage of dentists is likely to continue and may even become more acute. The number needed to replace those who die or retire is between 1,700 and 1,900 yearly. Annual graduations from dental schools will be several hundred higher than this, on the bais of present enrollments. But the net increase in the profession indicated by these figures will not be so rapid as the anticipated growth in population. The annual output of graduates must be raised in order to maintain even the existing ratio of dentists to population. Furthermore, there is a long-run trend toward better oral health care for the general population, particularly school children, and the Veterans Administration expects to need an increasing number of dentists for the care of ex-servicemen and women. For all these reasons, the outlook for young persons having the proper qualifications and interest in the work is exceptionally bright.

DENTISTRY

American Dental Association
Council on Dental Education

Accredited Dental Schools, 1956

ALABAMA
- University of Alabama, Birmingham.

CALIFORNIA
- College of Medical Evangelists, Loma Linda.***
- College of Physicians and Surgeons, San Francisco.
- University of California, San Francisco.
- University of Southern California, Los Angeles.

DISTRICT OF COLUMBIA
- Georgetown University, Washington.
- Howard University, Washington.

GEORGIA
- Emory University (Atlanta-Southern Dental College), Atlanta.

ILLINOIS
- Loyola University, Chicago.
- Northwestern University, Chicago.
- University of Illinois, Chicago.

INDIANA
- Indiana University, Indianapolis.

IOWA
- State University of Iowa, Iowa City.

KENTUCKY
- University of Louisville, Louisville.

LOUISIANA
- Loyola University, New Orleans.

MARYLAND
- University of Maryland, Baltimore.

MASSACHUSETTS
- Harvard University, Boston.
- Tufts University, Boston.

MICHIGAN
- University of Detroit, Detroit.
- University of Michigan, Ann Arbor.

MINNESOTA
- University of Minnesota, Minneapolis.

MISSOURI
- St. Louis University, St. Louis.
- University of Kansas City, Kansas City.
- Washington University, St. Louis.

NEBRASKA
- Creighton University, Omaha.
- University of Nebraska, Lincoln.

NEW JERSEY
- Fairleigh Dickinson University, Teaneck.**
- Seton Hall University, Jersey City. **

NEW YORK
- Columbia University, New York.
- New York University, New York.
- University of Buffalo, Buffalo.

NORTH CAROLINA
- University of North Carolina, Chapel Hill.

OHIO
- Ohio State University, Columbus.
- Western Reserve University, Cleveland.

OREGON
- University of Oregon, Portland.

PENNSYLVANIA
- Temple University, Philadelphia.
- University of Pennsylvania, Philadelphia.
- University of Pittsburgh, Pittsburgh.

TENNESSEE
- Meharry Medical College, Nashville.
- University of Tennessee, Memphis.

TEXAS
- Baylor University, Dallas.
- University of Texas, Houston.*

VIRGINIA
- Medical College of Virginia, Richmond.

WASHINGTON
- University of Washington, Seattle.

WEST VIRGINIA
- West Virginia University, Morgantown.**

WISCONSIN
- Marquette University, Milwaukee.

EDUCATION

Teaching is by all odds the largest of all the professions in the United States. It employs more persons, both men and women, than any half dozen of the other major professions combined. And it is a growing field. The number of babies born annually in the United States began to increase in 1935 and rose rapidly after 1940. This means that more teachers, more principals, more superintendents, and more administrators are now needed to keep pace with the growing school enrollment. And the need will grow even more acute in the years ahead.

The student who desires to become a teacher will find it far less difficult to qualify for teaching than for most of the other professions. The standards have not as yet been crystallized, although they are gradually becoming more sharply defined. Until a quarter of a century ago, it was still true that almost anyone who had a college degree, or even a two-year normal school diploma, could teach. In some states only a sixth grade education was required and little more was necessary than the ability to read and write and a desire to enter the teaching field. Then it was not a profession; it was simply a stopgap by which ambitious young men and husband-seeking wives pursued their goals for advancement.

ADMISSIONS. At present it is not difficult to enter a teachers college, or a school of education. Indeed, there are 1,200 institutions of higher learning in the country today that offer courses leading to teaching certificates. Not all are accredited, and many provide weak, second-rate courses of study, but they do graduate men and women who enter the teaching profession. That this situation will change shortly is evident. Leading educators are joining forces in an attempt to strengthen the educational courses and place the teachers colleges on a high professional plane.

---

* *Provisionally approved.*

** *New and not yet visited for accreditation purposes.*

*** *First two years are approved—first class graduated in* 1957.

Entrance requirements for teachers colleges or schools of education are not stringent. The colleges do not insist that you be an "A" student. Actually, the complaint is frequently voiced that the schools of education will take any student, regardless of his scholastic record. This is true, in part, but it is beginning to change. A number of education schools have raised their entrance requirements. The University of Minnesota School of Education, for example, now requires that its entering students be among the better graduates of their high school class. Other teachers colleges, following this lead, seek students who are in the upper half of their high school classes.

The teachers colleges offer programs designed for the elementary and secondary level. Each state has at least one publicly owned teacher-training institution, and many private colleges of education exist within each state, too. In New York State, for example, 12 colleges are publicly supported, and in Pennsylvania, 14 such institutions exist.

The two-year training colleges have just about disappeared. Today most colleges for teachers are operated on a four-year basis, although there are still a few colleges that offer the three-year teaching course. For the most part, the students who graduate from the three-year program enter the rural schools. The trend everywhere, however, is for the standardized four-year program.

QUALIFICATIONS. You will need a high school diploma to get into a school of education. And to get into the better schools, you will need good marks. New York State requires a minimum high school average of seventy-five per cent. But beyond marks, your personal qualifications are important, probably more so than in most other professions. Not everyone can be a teacher, or should try to be. Despite common misconceptions, it is far more important to evaluate your own traits and characteristics before you decide upon teaching as a career than before choosing most other professions. In the classroom you deal with human beings, with young minds. There is nothing more important to the development and maintenance of the democratic way of life than a good teacher. The teacher molds the minds of the nation's youth. He or she is called upon to fulfill one of the most important tasks that it is within the power of a nation to grant—training the youth to be good citizens, to be wholesome, healthy, emotionally mature, well-adjusted young men and women.

The academic requirements will depend, to a large extent, upon the institution to which you apply. If the college of education is state-controlled and free, the number of applications may be much larger than the positions available. In that case, the college will choose from among the best qualified and most competent, as far as can be measured through tests and other criteria. In some instances residence requirements will have to be considered. The state schools frequently exclude all non-residents, since these institutions attempt to prepare teachers to meet the needs within the state itself.

Not infrequently the schools of education will, in addition to examining your high school scholastic record, insist upon a personal interview. This interview will reveal to the admissions director whether you have the qualifications that will enable you to be a good teacher, or to compete with the students who are to be admitted to the college. As in no other profession, the student must have sound emotional maturity, human understanding, a desire to help others, and a love of children. During the course of the interview, these traits or the lack of them will come to the surface.

ELEMENTARY AND HIGH SCHOOL PROGRAM. There are two major divisions in the teaching profession—elementary and high school teaching. Before you enter the profession, you should decide which branch you desire, for there is a rather sharp difference in the training that you will receive. If you decide upon the elementary field, you will want to go to a teachers college, or a school of education, where the curriculum specializes in elementary education. More emphasis will be placed upon methods of teaching, upon the psychology of the young, upon classroom practices and techniques. You will learn to prepare a lesson plan, to teach first-graders how to read and write, to develop a sense of poise and confidence in the classroom. The emphasis will be more upon methods to be used than on subject matter itself.

If high school teaching is your goal, the difference will be felt at the very start of your college career. You may want to go to a liberal arts college for four years, get your bachelor's degree in the major you select in your teaching goal, and then go for a graduate year in a school of education to get your master's degree. For example, if you are a girl and want to become a high school teacher of French, you will go, perhaps, to Smith College and specialize in French during your last two years. Actually, you will take various modern languages, with French as your major. And when you finish, you may want to go for an additional year to the school of education at Harvard University, Columbia University, Northwestern, or any of the various top-ranking graduate teachers colleges. The fifth year will offer you courses in "how to teach" and prepare you for your teaching career.

But there is another method available to you. You can go directly to a teachers college or school of education, and study to be a high school teacher, without going first to a liberal arts college. There is a trend, though, for school systems to ask for master's degrees for their high school teachers. The fifth year is required in the states of California, Washington, and New York. Many cities give preference to candidates who have the master's degree. In most cases teachers with the additional degree will receive anywhere from $200 to $300 a year more in salary. This is an inducement that has brought thousands of teachers back to the classroom to secure their higher degree. Summer sessions offer an opportunity for those who do not hold this degree to secure it without losing time from their teaching.

CHANGING YOUR FIELD OF TEACHING. Sometimes students may find, after completing their elementary or their high school program, that they want to change fields. This is particularly true for those who prepare to be high school teachers and find that jobs are not available in their field of specialization. The would-be teacher of English may discover that there are no openings in her field, that the waiting line has already been formed, and that her talents are not required. But she may find out that the schools could use an elementary teacher. How can she bridge that gap?

Some states, notably New York and Connecticut, have made it possible for those who prepared to be high school teachers and who seek to become elementary teachers to do so. During the summer, various selected teachers colleges and schools of education offer six- or eight-week courses for high school teachers who want to learn how to teach elementary grades. In New York, for example, a high school teacher, by going to a summer session for four consecutive years will receive a certificate enabling her to teach in an elementary school. This is a good emergency measure. It is far better, though, for the high school graduate to determine the field of teaching he wants before he begins his long preparatory work.

TUITION. The tuition rates in educational colleges are not expensive, relatively speaking. They do not range so high as those in the medical or dental professions. The average tuition charged by the schools of education is below that charged by the liberal arts colleges. There are a number of tuition-free state-supported teachers colleges, where the student can attend at a minimum expense. He will have to pay for his room and board and other incidental college fees, but the major item, tuition, will be waived. Frequently students can attend colleges within commuting distance from their homes, and thus cut down the costs still further.

Also, some students have found that at the end of their second or third year at college they can qualify during the summer months for fairly good camp counseling jobs.

HOW TO APPLY. Applications are to be filled out about the same time the high school graduate normally applies to other types of colleges and professional schools. Usually the safest time to apply, from the point of view of meeting the requirements of the particular college, is at the beginning of the senior year in high school. But here again, with the aid of the guidance counselor and the college catalogue, the student can discover the individual differences that may exist. Some colleges will seek special entrance examinations, although the College Entrance Examination Board tests are not usually necessary. For the most part, the recommendation from the high school principal, together with a good high school scholastic record, proves sufficient to gain admission.

SCHOLARSHIPS. Many scholarships are offered to high school graduates as inducements for the brighter, superior boys and girls to enter the teaching profession. A number of states have special scholarships for potential teachers. The state of Washington not long ago reported that many of these scholarships went begging; not enough candidates applied to utilize all the scholarships that were available. Occasionally a service organization, such as the Rotarians or the Lions, or some group such as the Parent-Teacher Association, provides assistance to would-be teachers. You can get this information through your high school or from the college that you seek to enter. It is doubtful whether any other profession offers as many scholarships and other inducements as this one. The reason is that there simply are not enough persons entering the teaching profession.

JOB OPPORTUNITIES. Many job opportunities await the man or woman in the teaching field. In recent years, more than 1,000,000 public school teachers and another 200,000 private and parochial teachers have been employed in the nation. The number is steadily going up. At present, 32,000,000 children are attending public elementary and high schools, and another 4,000,000 are in the private and parochial schools. The soaring birthrate since 1940 will add approximately 1,000,000 additional pupils to the nation's schools annually. This will mean, of course, more teachers on every level.

There are shortages of qualified elementary teachers in almost ever state. During World War II, some 350,000 teachers left the profession and did not return. In recent years, because of the demands upon labor caused by the Korean conflict and the subsequent war mobilization program, large numbers of teachers have gone into other work—government research, war-related industries, private concerns, and similar activities. This has further accentuated the teacher shortage. The U. S. Office of Education reports that in the next decade, 1,500,000 more teachers will be needed—and only 750,000 will be available. In the fall of 1956, the schools sought 100,000 elementary teachers, and there were only 30,000 with qualified degrees for these positions.

The situation in the high school field is getting just as serious. Most states report a shortage of high school teachers in a number of subjects, such as mathematics, science, languages, English, history, and the social sciences. Shortages also exist in such fields as home economics, commercial work, and industrial arts. The shortage is not temporary and from all indications will last. The U. S. Department of Labor estimated that 85,000 new teachers will be needed in the high schools between 1952 and 1960 to handle additional enrollments.

The long-range outlook for employment on both the elementary and high school levels is excellent. More teachers will be needed each year, and the supply, at the present rate of training, cannot possibly keep up with the demand. Those entering the teaching profession need not fear; they will have plenty of jobs waiting for them. Today, elementary school teachers, upon graduation, get anywhere from five to ten job offers.

SALARIES. One basic consideration in the selection of a profession is possible earnings. Before deciding what profession he would like to follow, the high school student is likely to ask, "How much money can I expect to get out of this profession? What will my salary be when I get out of college and later on in life?" These are fair questions. For many years the teaching profession was notoriously underpaid. Teachers did not get much money, as compared to persons in other professions—say, medicine, law, or engineering. As a result, the high school or college students more often than not kept away from this field.

Although the millennium has not arrived, conditions have changed for the better. Salaries have increased, both nationwide and on an individual basis. The average teacher's salary today is about $4,000 a year—just double what it was ten years ago. Of course, the cost of living has gone up too, but the teacher's salary has more than kept pace with these increases. What is even more significant, many communities now recognize the importance of paying their teachers salaries commensurate with the jobs expected of them. More than half the states have a starting minimum for newly appointed teachers of $2,400 a year. Some states have gone to $3,000 or better. Maximum salaries are increasing everywhere, reaching as high as $7,500. In New York State, for example, the teachers get from $2,400 to $6,500 a year, and these levels will increase before long.

RESTRICTIONS. There are few restrictions as far as getting into a teachers college or school of education is concerned. Certainly there are no restrictions relating to sex. Here is one profession where men as well as women are welcome. At present the bulk of the profession consists of women. Less than 20 per cent of all teachers are men, and most of these are found in the high schools. Few men teach in elementary schools, although many school systems make all sorts of blandishments to induce the men to enter. For the most part, the men who are in the elementary schools hold supervisory or administrative posts.

CERTIFICATION AND TRAINING. Requirements for teaching certificates vary considerably. Some states require a four-year college program to teach in the elementary grades; other ask for three years or only two. A few states still require only a year of training for rural school teaching. Fortunately for the profession, this number is decreasing each year. In time, it is believed, the four-year minimum will prevail. Certainly, high school students who are planning to enter the teaching profession should think in terms of a bachelor's degree. A year saved in training will be quickly lost when the candidate gets into the field. He will find that the higher salaries, the better positions, and the greatest respect will come to those who have had an adequate preparatory education.

The high school teacher will find that he is expected to have a bachelor's degree, together with about one half-year of professional education courses. Student teaching will also be required, as well as specialization in the one or more subjects he expects to teach in high school. Many school systems, especially in the large cities, have requirements that go beyond those expected of the average teacher in the state. Some communities have issued "emergency" certificates for those who cannot meet the state minimum requirements. However, the number of teachers serving on an emergency basis has gradually decreased.

You can get information on state certification requirements from your state education department or from the accredited teacher-training institutions within the state. If information about a specific school system is needed, the principal or superintendent in charge would be in a position to give it to you. In general, information about teaching may be secured from: U. S. Department of Health, Education, and Welfare, Office of Education, Washington 25, D. C.;

National Education Association, 1201 Sixteenth Street NW., Washington 6, D. C.; American Council on Education, 1785 Massachusetts Avenue, Washington 6, D. C.

For the most part, beginning teachers—and even experienced ones—get their positions through the placement services conducted by the teachers colleges or schools of education that they attended. A number of teacher employment agencies are conducted by the state education departments, by the state education associations, or by state employment services. Also, many private, commercially operated teacher placement agencies operate. You can secure a list of those that belong to the National Association of Teachers Agencies from the U. S. Department of Health, Education, and Welfare, Office of Education, Washington 25, D. C.

TRENDS. To secure more teachers, various plans have been initiated by the educational authorities. One that may have tremendous influence on the teaching profession was inaugurated in the spring of 1952 by Harvard University. A number of fellowships are available in the Harvard Graduate School of Education for qualified college graduates who want to spend a fifth year to train to become elementary or secondary school teachers. The recipient of the fellowship will spend a year at Harvard, which will lead to a Master of Education degree for the elementary school teacher or a Master of Arts in Teaching for secondary school teaching.

Colleges co-operating with Harvard in this project are: Amherst, Barnard, Bennington, Bowdoin, Bryn Mawr, Colby, Colgate, Haverford, Holy Cross, Massachusetts Institute of Technology, Middlebury, Mount Holyoke, Radcliffe, Simmons, Smith, Swarthmore, Vassar, Wellesley, Wheaton, and Williams. Through this project, a college student may decide after he has gone to college for three or even four years that he wants to be a teacher. The Harvard fellowship plan will enable him to spend one full year on the Harvard campus, study either elementary or secondary education, and emerge at the end of five years with a degree from his own college and another from the Harvard School of Education. If this experiment works, it may well set the pattern for similar programs elsewhere. Indeed, experiments are taking place in other institutions. Sarah Lawrence College, for example, through a $50,000 grant from the Carnegie Foundation, now admits college graduates to its campus for a fifth year of training for potential teachers. Yeshiva University in New York City received a $500,000 grant from the Fund for the Advancement of Education to develop a Graduate School of Education.

Through the insistent efforts and leadership of the Commission on Higher Standards in Education of the National Education Association and the Commission on Teacher Education of the American Council on Education as well as other professional organizations, the new trend is toward a stronger teacher-training program. No longer do the colleges consider teacher education as the stepchild of the college curriculum. It is rapidly losing its reputation as being the catch-all for intellectually weak athletes or flunked-out engineers. Higher standards are shaping up, and in turn, the students who are entering the teachers colleges are more alert and scholastically on an even footing with students from the other professions or divisions of the institution.

The trend, also, is toward the elimination of two- and three-year normal schools and their replacement with four-year teachers colleges that offer high collegiate programs.

OPPORTUNITIES FOR MEN. The number of men in the educational profession has dropped steadily in recent years. World War II took many men out of the schools; war-related jobs paid higher salaries and also attracted men, helping to deplete their ranks in the school systems. There are many opportunities for competent, ambitious men who want to make a career out of teaching. The need is great, in many states, for qualified men teachers who are ready to assume administrative responsibilities. Most of the school superintendents and principals of the country are men, which increases the job opportunities in this field.

Unfortunately, men reject teaching for various reasons, some valid, others specious. For the most part, the teachers colleges, where elementary teachers are being prepared, are dominated by women. The state teachers colleges, for example, enroll an overwhelming number of women—and therefore, men do not feel that they want to enter a "woman's" field. Moreover, the teachers college campuses are dominated by women, and the men become a small minority on the campus. Also, as a rule, the teacher preparatory colleges do not have much in the way of intercollegiate sports, in extracurricular activities, or even in what is commonly known as "college life." That may be another reason why women are in control.

ACCREDITATION. For many years the question of accrediting teachers colleges and schools of education has been haphazard. Colleges offered teacher-training courses on a hit-or-miss basis. Any institution of higher education could, and did, bring in a course or two, and announced that it was prepared to offer a program leading to a teaching certificate. That many institutions are weak and unable to provide a satisfactory program is well known in the education field. The profession will not be strengthened until the weak sisters are strengthened and some agency is created to establish higher standards.

The first step in this direction came in 1950 when institutions dealing with teacher training established the American Association of Colleges for Teacher Education. About 250 of the leading teachers colleges and schools of education joined together in this organization.

Now another step forward has been taken. A new accrediting group, called the National Council for Accreditation of Teacher Education, has been formed. The work of the National Council will be integrated with the regional accrediting associations. The newly established body began to function early in 1954. Until then, the accepted accrediting body was the American Association of Colleges for Teacher Education. But with the creation of the larger Council the profession will benefit. High school graduates can now know, with some assurance, which teachers colleges or schools of education offer competent, qualified programs. The association's address is Mills Building, 17th Street and Pennsylvania Avenue NW., Washington 6, D. C.

Writing about "The Ideal Teacher" in his book *The Teacher*, George Herbert Palmer has said: "When, however, it [teaching] is entered as a profession, as a serious and difficult fine art, there are few employments more satisfying. All over the country thousands of men and women are following it with a passionate devotion which takes little account of the income received. A trade aims primarily at personal gain; a profession at the exercise of powers beneficial to mankind. This prime aim of the one, it is true, often properly becomes a subordinate aim of the other. Professional men may even be said to offer wares of their own—cures, conversations, court victories, learning—much as traders do, and to receive in return a kind of reward. But the business of the lawyer, doctor, preacher, and teacher never squares itself by equivalent exchange. These men do not give so much for so much. They give in lump and they get in lump, without precise balance. The whole notion of bargain is inapplicable in a sphere where the gains of him who serves and him who is served coincide; and that is largely the case with the professions. Each of them furnishes its special opportunity for the use of powers which the possessor takes delight in exercising. No professional man, then, thinks of giving according to measure. Once engaged, he gives his best, gives his personal interest, himself. His heart is in his work, and for this no equivalent is possible; what is accepted is in the nature of a fee, gratuity, or consideration, which enables him who receives it to maintain a certain expected mode of life. The real payment is the work itself, this and the chance to join with other members of the profession in guiding and enlarging the sphere of its activities.

"Evidently then, as we become better teachers we also become in some sort better persons. Our beautiful art, being so largely personal, will at last be seen to connect itself with nearly all other employments. Every mother is a teacher. Every minister. The lawyer teaches the jury, the doctor his patient. The clever salesman might almost be said to use teaching in dealing with his customer, and all of us to be teachers of one another in daily intercourse. As teaching is the most universal of the professions, those are fortunate who are able to devote their lives to its enriching study."

Better teacher education will mean better teachers and a better teaching profession.

TEACHER EDUCATION

National Council for Accreditation
of Teacher Education, June, 1957

- ALABAMA
  - Birmingham-Southern College, Birmingham.
  - Howard College, Birmingham.
  - State Teachers College, Florence.
  - State Teachers College, Jacksonville.
  - State Teachers College, Livingston.
  - State Teachers College, Troy.
  - University of Alabama, University.
- ARIZONA
  - Arizona State College, Flagstaff.
  - Arizona State College, Tempe.
- ARKANSAS
  - Agricultural, Mechanical, and Normal College, Pine Bluff.
  - Arkansas State College, State College.
  - Arkansas State Teachers College, Conway.
  - Henderson State Teachers College, Arkadelphia.
- CALIFORNIA
  - Chico State College, Chico.
  - College of the Pacific, Stockton.
  - Fresno State College, Fresno.
  - San Diego State College, San Diego.
  - San Francisco State College, San Francisco.
  - Stanford University, Stanford.
  - University of California, Berkeley.
  - University of California, Los Angeles.
  - University of Southern California, Los Angeles.
- COLORADO
  - Adams State College, Alamosa.
  - Colorado State College of Education, Greeley.
  - University of Denver, Denver.
  - Western State College of Colorado, Gunnison.
- CONNECTICUT
  - Danbury State Teachers College, Danbury.
  - New Haven State Teachers College, New Haven.
  - Teachers College of Connecticut, New Britain.
  - University of Connecticut, Storrs.
  - Willimantic State Teachers College, Willimantic.
  - Yale University, New Haven.
- DISTRICT OF COLUMBIA
  - District of Columbia Teachers College, Washington.
  - George Washington University, Washington.
- FLORIDA
  - Florida Agricultural and Mechanical University, Tallahassee.
  - Florida State University, Tallahassee.
  - University of Florida, Gainesville.
  - University of Miami, Coral Gables.
- GEORGIA
  - Albany State College, Albany.
  - Georgia State College for Women, Milledgeville.
  - Georgia Teachers College, Collegeboro.
  - University of Georgia, Athens.
- IDAHO
  - University of Idaho, Moscow.
- ILLINOIS
  - Augustana College, Rock Island.
  - Chicago Teachers College, Chicago.
  - Eastern Illinois State College, Charleston.
  - Illinois State Normal University, Normal.
  - Millikin University, Decatur.
  - National College of Education, Evanston.
  - Northern Illinois State College, DeKalb.
  - Northwestern University, Evanston.
  - Southern Illinois University, Carbondale.
  - University of Chicago, Chicago.
  - University of Illinois, Urbana.
  - Western Illinois State College, Macomb.
- INDIANA
  - Ball State Teachers College, Muncie.
  - Goshen College, Goshen.
  - Indiana State Teachers College, Terre Haute.
  - Indiana University, Bloomington.
- IOWA
  - Drake University, Des Moines.
  - Iowa State Teachers College, Cedar Falls.
  - Morningside College, Sioux City.
  - State University of Iowa, Iowa City.
  - Wartburg College, Waverly.
- KANSAS
  - Baker University, Baldwin City.
  - Bethany College, Lindsborg.
  - Bethel College, North Newton.
  - Fort Hays Kansas State College, Hays.
  - Friends University, Wichita.
  - Kansas State College of Agriculture and Applied Science, Manhattan.
  - Kansas State Teachers College, Emporia.
  - Kansas State Teachers College, Pittsburg.
  - Marymount College, Salina.
  - Saint Mary College, Xavier.
  - University of Kansas, Lawrence.
  - University of Wichita, Wichita.
  - Washburn University of Topeka, Topeka.
- KENTUCKY
  - Asbury College, Wilmore.
  - Berea College, Berea.
  - Eastern Kentucky State College, Richmond.
  - Kentucky State College, Frankfort.
  - Morehead State College, Morehead.
  - Murray State College, Murray.
  - University of Kentucky, Lexington.
  - University of Louisville, Louisville.
  - Western Kentucky State College, Bowling Green.
- LOUISIANA
  - Louisiana Polytechnic Institute, Ruston.
  - Louisiana State University and Agricultural and Mechanical College, Baton Rouge.
  - Loyola University, New Orleans.
  - Northwestern State College of Louisiana, Natchitoches.
  - Southeastern Louisiana College, Hammond.
  - Southwestern Louisiana Institute, Lafayette.
- MARYLAND
  - State Teachers College, Bowie.
  - State Teachers College, Frostburg.
  - State Teachers College, Salisbury.
  - State Teachers College, Towson.
  - University of Maryland, College Park.
- MASSACHUSETTS
  - Boston University, Boston.
  - Harvard University, Cambridge.
  - Lesley College, Cambridge.
  - Springfield College, Springfield.
  - State Teachers College, Bridgewater.
  - State Teachers College, Fitchburg.
  - State Teachers College, Framingham.

  - State Teachers College, Lowell.
  - State Teachers College, North Adams.
  - State Teachers College, Salem.
  - State Teachers College, Worcester.
  - State Teachers College at Boston, Boston.
  - Wheelock College, Boston.
- MICHIGAN
  - Albion College, Albion.
  - Central Michigan College, Mount Pleasant.
  - Eastern Michigan College, Ypsilanti.
  - Michigan State University of Agriculture and Applied Science, East Lansing.
  - Northern Michigan College, Marquette.
  - University of Michigan, Ann Arbor.
  - Wayne State University, Detroit.
  - Western Michigan College, Kalamazoo.
- MINNESOTA
  - Duluth Branch, University of Minnesota, Duluth.
  - Hamline University, St. Paul.
  - Macalester College, St. Paul.
  - State Teachers College, Bemidji.
  - State Teachers College, Mankato.
  - State Teachers College, Moorhead.
  - State Teachers College, St. Cloud.
  - State Teachers College, Winona.
  - University of Minnesota, Minneapolis.
- MISSISSIPPI
  - Delta State College, Cleveland.
  - Mississippi Southern College, Hattiesburg.
  - University of Mississippi, University.
- MISSOURI
  - Central Missouri State College, Warrensburg.
  - Harris Teachers College, St. Louis.
  - Northeast Missouri State Teachers College, Kirksville.
  - Northwest Missouri State College, Maryville.
  - Southeast Missouri State College, Cape Girardeau.
  - Southwest Missouri State College, Springfield.
  - University of Missouri, Columbia.
  - Washington University, St. Louis.
- MONTANA
  - Eastern Montana College of Education, Billings.
  - Montana State University, Missoula.
  - Western Montana College of Education, Dillon.
- NEBRASKA
  - Municipal University of Omaha, Omaha.
  - Nebraska State Teachers College, Chadron.
  - Nebraska State Teachers College, Kearney.
  - Nebraska State Teachers College, Peru.
  - Nebraska State Teachers College, Wayne.
  - University of Nebraska, Lincoln.
- NEW HAMPSHIRE
  - Keene Teachers College, Keene.
  - Plymouth Teachers College, Plymouth.
  - University of New Hampshire, Durham.
- NEW JERSEY
  - New Jersey State Teachers College, Glassboro.
  - New Jersey State Teachers College, Jersey City.
  - New Jersey State Teachers College, Newark.
  - New Jersey State Teachers College, Paterson.
  - New Jersey State Teachers College, Trenton.
  - New Jersey State Teachers College, Upper Montclair.
  - Rutgers University, New Brunswick.
- NEW MEXICO
  - New Mexico Highlands University, Las Vegas.
  - New Mexico Western College, Silver City.
  - University of New Mexico, Albuquerque.
- NEW YORK
  - Brooklyn College, Brooklyn.
  - City College of the City of New York, New York.
  - Columbia University, New York.
  - Hunter College of the City of New York, New York.
  - New York University, New York.
  - Queens College of the City of New York, New York.
  - The State University of New York:
    - College for Teachers, Albany.
    - College for Teachers, Buffalo.
    - Teachers College, Brockport.
    - Teachers College, Cortland.
    - Teachers College, Fredonia.
    - Teachers College, Geneseo.
    - Teachers College, New Paltz.
    - Teachers College, Oneonta.
    - Teachers College, Oswego.
    - Teachers College, Plattsburg.
    - Teachers College, Potsdam.
- NORTH CAROLINA
  - Appalachian State Teachers College, Boone.
  - East Carolina College, Greenville.
  - Elizabeth City State Teachers College, Elizabeth City.
  - Fayetteville State Teachers College, Fayetteville.
  - University of North Carolina, Chapel Hill.
  - Western Carolina College, Cullowhee.
  - Winston-Salem Teachers College, Winston-Salem.
- NORTH DAKOTA
  - State Normal and Industrial College, Ellendale.
  - State Teachers College, Dickinson.
  - State Teachers College, Mayville.
  - State Teachers College, Minot.
  - State Teachers College, Valley City.
  - University of North Dakota, Grand Forks.
- OHIO
  - Bowling Green State University, Bowling Green.
  - Central State College, Wilberforce.
  - Kent State University, Kent.
  - Miami University, Oxford.
  - Ohio State University, Columbus.
  - Ohio University, Athens.
  - Saint John College of Cleveland, Cleveland.
  - University of Akron, Akron.
  - University of Cincinnati, Cincinnati.
  - University of Dayton, Dayton.
  - University of Toledo, Toledo.
  - Wilmington College, Wilmington.
- OKLAHOMA
  - Central State College, Edmond.
  - East Central State College, Ada.
  - Northeastern State College, Tahlequah.
  - Northwestern State College, Alva.
  - Oklahoma Agricultural and Mechanical College, Stillwater.
  - Southeastern State College, Durant.
  - Southwestern State College, Weatherford.
  - University of Oklahoma, Norman.
  - University of Tulsa, Tulsa.
- OREGON
  - Eastern Oregon College of Education, La Grande.
  - Marylhurst College, Marylhurst.
  - Oregon College of Education, Monmouth.
  - Southern Oregon College of Education, Ashland.
- PENNSYLVANIA
  - Pennsylvania State University, University Park.
  - State Teachers College, Bloomsburg.
  - State Teachers College, California.
  - State Teachers College, Cheyney.
  - State Teachers College, Clarion.
  - State Teachers College, East Stroudsburg.
  - State Teachers College, Edinboro.
  - State Teachers College, Indiana.
  - State Teachers College, Kutztown.
  - State Teachers College, Lock Haven.
  - State Teachers College, Mansfield.
  - State Teachers College, Millersville.
  - State Teachers College, Shippensburg.
  - State Teachers College, Slippery Rock.
  - State Teachers College, West Chester.
  - Temple University, Philadelphia.
  - University of Pennsylvania, Philadelphia.
  - University of Pittsburgh, Pittsburgh.

PUERTO RICO
University of Puerto Rico, Rio Piedras.
RHODE ISLAND
Rhode Island College of Education, Providence.
SOUTH DAKOTA
Augustana College, Sioux Falls.
Black Hills Teachers College, Spearfish.
General Beadle State Teachers College, Madison.
Northern State Teachers College, Aberdeen.
Southern State Teachers College, Springfield.
University of South Dakota, Vermillion.
TENNESSEE
Austin Peay State College, Clarksville.
East Tennessee State College, Johnson City.
George Peabody College for Teachers, Nashville.
Memphis State College, Memphis.
Middle Tennessee State College, Murfreesboro.
Tennessee Agricultural and Industrial State University, Nashville.
Tennessee Polytechnic Institute, Cookeville.
University of Tennessee, Knoxville.
TEXAS
East Texas State Teachers College, Commerce.
North Texas State College, Denton.
Prairie View Agricultural and Mechanical College, Prairie View.
Sam Houston State Teachers College, Huntsville.
Southern Methodist University, Dallas.
Southwest Texas State Teachers College, San Marcos.
Stephen F. Austin State College, Nacogdoches.
Sul Ross State College, Alpine.
Texas College of Arts and Industries, Kingsville.
Texas Southern University, Houston.
Trinity University, San Antonio.
University of Houston, Houston.
University of Texas, Austin.
West Texas State College, Canyon.
UTAH
Brigham Young University, Provo.
University of Utah, Salt Lake City.
Utah State Agricultural College, Logan.
VERMONT
University of Vermont and State Agricultural College, Burlington.
VIRGINIA
Longwood College, Farmville.
Madison College, Harrisonburg
Radford College, Woman's Division of Virginia Polytechnic Institute, Radford.
Virginia State College, Petersburg.
WASHINGTON
Central Washington College of Education, Ellensburg.
Eastern Washington College of Education, Cheney.
State College of Washington, Pullman.
Western Washington College of Education, Bellingham.
WEST VIRGINIA
Bluefield State College, Bluefield.
Concord College, Athens.
Fairmont State College, Fairmont.
Glenville State College, Glenville.
Marshall College, Huntington.
Shepherd State College, Shepherdstown.
West Liberty State College, West Liberty.
WISCONSIN
Alverno College, Milwaukee.
The Cardinal Stritch College, Milwaukee.
Stout State College, Menomonie.
University of Wisconsin, Madison.
University of Wisconsin, Milwaukee.
Viterbo College, La Crosse.
Wisconsin State College, Eau Claire.
Wisconsin State College, La Crosse.
Wisconsin State College, Oshkosh.
Wisconsin State College, Platteville.
Wisconsin State College, River Falls.
Wisconsin State College, Stevens Point.
Wisconsin State College, Superior.
Wisconsin State College, Whitewater.
WYOMING
University of Wyoming, Laramie.

ENGINEERING

As early as 1817, the study of engineering in this country was patterned after a European prototype and called for only one type of instruction: military. Logically enough, instruction was first instituted at the United States Military Academy, West Point. An expanding nation powerfully stimulated by an increasing industrial economy required the amalgamating into the engineering curriculum of the civilian essentials of economic construction and production. Consequently, this made necessary a divorce of what became known as civil engineering from purely military engineering.

If one scanned the help-wanted columns of a metropolitan daily and noticed the myriad requests printed there for engineering employees, he would be justified in assuming that engineering is still basically military and civil, with possibly a very large amount of civilian productivity and knowledge buttressing the military establishment. The growth of the civil profession progressed so rapidly with the tremendous increase of our technological apperception and need that it could no longer be contained within its original boundaries and has overflowed and predominated in many fields of achievement. Today, the engineering sciences (according to the U. S. Department of Labor) are classified as:

Aeronautical Engineer
Agricultural Engineer
Ceramic Engineer
Chemical Engineer
Civil Engineer
Electrical Engineer (including Radio and Communications)
Fire Protection Engineer
Industrial Engineer
Marine Engineer
Mechanical Engineer
Metallurgist and Metallurgical Engineer
Mining Engineer
Naval Architect
Petroleum and Natural Gas Engineer
Safety Engineer

Before delving into the specific facets of the profession, the prospective student in quest of a degree should learn about several generalities that apply to engineering as a whole.

QUALIFICATIONS. Although engineering curricula contain the cultural as well as the scientific, mathematical, and economic subjects, and although an excellent ability is demanded in all tool subjects, one thing should be borne in mind: the engineering student must possess an exceedingly fine ability in physical science and mathematics. Mediocre or average ability is not sufficient. Preliminary training for engineering should begin on the high school level. Programs should contain elementary algebra, intermediate algebra, plane geometry, trigonometry, solid geometry, general science, biology, and physics and/or chemistry. In addition to these essentials, the student's program should contain such subjects as English, history, and social sciences. Then, depending on the university or college, there may be a foreign language requirement, although the tendency is away from this. The ability to speak and write clear, concise, correct English is not only the mark of an educated person; it is a basic requirement for the engineer, who must put technical information into a form understandable to the layman.

Besides mental capacity, the engineer needs sound health, since both the study and practice are physically demanding.

PRINCIPAL BRANCHES OF ENGINEERING. The activities of engineers cover a broad expanse of specific endeavor. The following classifications represent merely the principal topics that groups of professionals have specialized in, according to aptitude and preference. In many instances an individual will develop competency in two or more divisions of engineering work, or he may shift from one phase to another if he is well grounded in principles and adept in the application of the "engineering method."

The main divisions of engineering are: (1) Civil, (2) Metallurgical, Mining, and Petroleum, (3) Mechanical, (4) Electrical, and (5) Chemical.

1. Civil Engineering. Civil engineering, as differentiated from the purely military, is the oldest of all the branches and is considered the fountainhead from which all other branches flow. According to the U. S. Department of Labor:

"Civil engineers plan, design, construct, and maintain a large variety of structures and facilities for public, commercial, or industrial use, such as roads, railroads, airports, tunnels, bridges, harbors, channels, dams, irrigation projects, canals, pipe lines, power plants, water and sewage systems, and waste disposal plants. They make use of a broad basic training, which includes mathematics, mechanics, and a knowledge of allied engineering fields, in dealing with their problems. In addition to their broad engineering problems, they plan and supervise the work of surveyors and draughtsmen, and are frequently responsible for labor relations and policies."

Sources of employment include the following: (a) construction industries; (b) state, local, and federal governments; (c) universities and colleges; (d) utilities and railroads; (e) consulting engineering firms; and (f) self-employment.

2. Metallurgical, Mining, and Petroleum Engineering. The metallurgical engineer extracts metals from their ores and adapts them to human needs and applies physical and chemical metallurgical principles to the extraction, preparation, and alloying of metals for commercial and industrial purposes. The terms metallurgy and metallurgical engineering are often used interchangeably. Metallurgy usually embraces research, development, and testing activities, whereas metallurgical engineering is concerned primarily with industrial operations. Metallurgy is commonly divided into these two main branches: (1) Chemical or process metallurgy embraces extractive and refining processes, such as the "reduction" of ores to recover the desired metal and the refining and purification of metals. (2) Physical metallurgy, or metallography, is concerned with the constitution and structure of pure metals and of alloys, and with those factors which affect and control their physical and mechanical properties.

Metallurgical engineers or metallurgists are employed principally in the mining of ores, in manufacturing iron and steel and their products, in manufacturing non-ferrous metals and their products, in manufacturing machinery (except electrical), in manufacturing transportation equipment (except automobiles), and in manufacturing automobiles and automobile equipment. They also perform professional services (consulting) and work for colleges and universities, for non-profit research agencies, and for the federal and state governments.

Mining engineers must make designs that take the skills of civil, mechanical, electrical and chemical engineers. They use mechanical and electrical machinery of all kinds and special ventilating equipment for underground work. The more remote the mine location, the more diversified the work a mining engineer does. Mining engineers especially need traits of adaptability and resourcefulness.

Mining engineering was formerly adequate preparation for engineers drawing oil out of the ground. Curricula in petroleum engineering now cover this specialized work. Well drilling, production, transportation and the storage of oil and gas concern the petroleum engineer.

3. Mechanical Engineering. Mechanical engineers deal with power and the mechanical equipment by which power accomplishes useful results. They make use of a knowledge of mechanics, thermodynamics, mathematics, and related engineering fields in designing, testing, constructing, and operating machinery. They also design the tools and equipment by which the machines are manufactured, as well as plants or mills which require special construction to accommodate power-producing or power-transmitting machinery.

Mechanical engineers are employed in government work, in heavy industry, in large factories, in laboratories, and in research projects.

4. Electrical Engineering. As the U. S. Department of Labor notes, the electrical engineer is broadly concerned with the generation, transmission, and utilization of electricity. Some of the major subdivisions of electrical engineering—often considered as specific professional fields—are: (a) *Power engineering*—the generation, distribution, transmission, and utilization of electric power; also, equipment protection, wiring, and rate analysis. (b) *Illumination engineering*—the design and construction of illuminating systems, equipment, and lamps; specific lighting applications—medical, psychological, etc.; light sources—arc, incandescent, or fluorescent; photometry, or light measurement. (c) *Wire communications*—the fields of telegraphy, telephony, cable, alarm and signal systems, and traffic control. (d) *Radio-Television communications engineering*—electronic tubes and apparatus; radio transmitters and systems; all types of receivers; miscellaneous types of components, systems, and equipment, such as antennas, facsimile, radar, etc.; also, the engineering operation of radio broadcasting stations. (e) *Transportation engineering*—the development of electrical equipment for railroads, ships, and airplanes. In addition, electrical engineering embraces electrical machinery and control equipment, such as switchboards, or motors; contact and control systems for railroads and street railways; acoustics; business machines; elevators; welding; household appliances; instruments and meters for technical and industrial use; electrical applications in automotive, aviation, marine, and heavy industry (exclusive of specialties just listed); and research activities in fundamental electrical and magnetic phenomena.

The occupation of electrical engineer occurs in a large number of industries. The principal ones are: railroads, switching, and terminal companies; street, suburban, and interurban railways; telephone, telegraph, radio broadcasting, television, and other communication service; electric light and power utilities; colleges, universities, and professional schools; government; and electrical machinery, appliances, and products.

5. Chemical Engineering. Although chemical engineering and chemistry are closely related occupational areas, certain activities are clearly restricted to the former field. The chemical engineer concerns himself with the application of chemistry and the various branches of engineering to the design, construction, operation, control, and improvement of equipment for carrying out chemical processes on an industrial scale. The processes that bring about the desired changes are separated into individual physical operations and chemical processes, which are carried out by means of complex apparatus and equipment specially designed for a given operation. The application of a series of these "unit" operations or processes to the manufacture of a product is the work of the chemical engineer, who may be called upon to direct every step from the preliminary design of the plant and equipment to its day-to-day operation.

Chemical engineers are employed in many private industries as well as in governmental service, in non-profit and industrial research laboratories, in universities and colleges, and on a self-employed consultant basis.

CHOOSING A COLLEGE. The keystone of success in the field of engineering is a bachelor's degree gained after pursuing an accredited curriculum. According to the Engineer's Council for Professional Development, it is more salient than the choosing of a field of specialization. Then you should choose the region in which you prefer to study.

COURSES. Since it is common practice for the program during the freshman and sophomore years to be identical for all engineering curricula, it is unnecessary for the student to decide upon a field of specialization until the latter part of the sophomore year. In fact, most engineering curricula avoid excessive specialization in the undergraduate years.

Engineering education falls into four categories: (1) mathematics, physics, and chemistry; (2) basic engineering courses in a wide variety of fields; (3) engineering courses in a specialized field; and (4) courses in the humanities and social sciences. Each of these categories takes up about one-fourth of the total time in the undergraduate curriculum.

MATHEMATICS, PHYSICS, AND CHEMISTRY. These are the root subjects of all fields of engineering and form the core of the curriculum during the first two years. The math usually consists of advanced algebra, trigonometry, descriptive geometry, and differential and integral calculus. Chemistry is usually general. Physics usually begins with introductory physics and mechanics, mechanics and heat, electricity, magnetism, electrodynamics, electronics, wave motion, acoustics, light, and modern particle physics.

BASIC ENGINEERING COURSES IN A WIDE VARIETY OF FIELDS. After the completion of the first year, the student is introduced to a wide variety of engineering fields. This exposes him to fundamental concepts in the several fields of engineering, not only broadening his general knowledge but also formulating a certain competency in other fields besides the one of specialization.

ENGINEERING COURSES IN A SPECIALIZED FIELD. These courses are not usually presented until the junior and senior years. By this time the student has gained a sufficient competence in the basic instruments of science and math, plus a reasonably adequate view of the intrinsic basis of the various fields, so that if he should so desire, he can now devote more of his attention to gaining a competence in his field of specialization.

COURSES IN THE HUMANITIES AND SOCIAL SCIENCES. A great deal of the engineer's work is concerned with the exact sciences. But inter-personal relations enter this field as they do every other applied human endeavor, and fortunately there are no exact sciences concerning this phase of human adventure. Besides activities of research, design, production, and sales, the engineer may be responsible for the development of sound public relations programs or the formulation of harmonious labor relations policy.

Now, courses are being incorporated in the curriculum with the special needs of the engineer in view.

ACCREDITATION. The Engineers' Council for Professional Development, 29 West 39th Street, New York 18, is a conference organized to enhance the professional status of the engineer through the co-operative efforts of the following national organizations, concerned with the professional, technical, educational, and legislative phases of engineers' lives: American Society of Civil Engineers, American Institute of Mining, Metallurgical and Petroleum Engineers. The American Society of Mechanical Engineers, American Institute of Electrical Engineers, The Engineering Institute of Canada, American Society for Engineering Education, American Institute of Chemical Engineers, and National Council of State Boards of Engineering Examiners.

In order to enhance the profession, the E.C.P.D. inaugurated, in 1932, the formulation of criteria which would give reasonable assurance to the student, the profession, and the public that the graduate had absorbed a sound educational background.

There are two basic differences in accreditation as compared with that in most other fields. (1) Institutions are not accredited, only their curricula, for the Council believes that standards vary within the same institution. (2) Undergraduate curricula are generally accredited, not graduate programs. Graduate curricula will be accredited sometime in the future upon "further stabilization of the objectives and operations of graduate engineering education." Detailed information concerning specific curriculums and career opportunities is available through the Engineers' Council for Professional Development.

SCHOLARSHIPS. Many schools have set up loan funds permitting students to secure grants that will enable them to continue their studies. The E.C.P.D. believes it is the better part of wisdom for the student to plan his financial program without recourse to these funds unless an emergency situation arises.

In a recent survey by Havemann and West in *They Went to College*, it was ascertained that 71 per cent of all college students were involved in some form of productive labor in an effort to meet all or a portion of their educational costs. Of course, engineering students are not exceptions to this statistical analysis. Although many engineering majors earn a part of their educational expenses in part-time and summer employment, the E.C.P.D. recommends that no more time for employment be utilized than is absolutely necessary. It feels that extracurricular activity of an economic nature tends to have a deleterious effect on scholarship.

On the other hand, the Council notes that some engineering colleges offer a "co-operative course" which makes it possible for the student to subsidize a portion of his studies and at the same time receive valuable training. Here the student spends alternate periods, after the freshman year, at school and at work in industry. In such schools, the job opportunities are made available to the student by a staff of the engineering college, and the student's employment is arranged by a personal interview with the company.

Generally speaking, these co-operative programs require five years to complete the equivalent of the normal four-year undergraduate program. However, the student acquires a substantial knowledge of engineering practice and gains experience in human relationships and adjustment to a working group. This enables him upon graduation to embark upon his engineering career with greater assurance and ease of adaptation.

REGISTRATION, LICENSURE, AND EXAMINATION. According to the E.C.P.D., the 48 states and the District of Columbia require engineers occupying certain types of responsible positions—those who offer their services directly to the public—to possess licenses. Similar to the practice of licensing lawyers, doctors, and dentists, this is done to provide for the "public welfare and the safeguarding of life, health, or property." Actually, few engineers are required to be licensed.

The U. S. Bureau of Labor Statistics reports that there are over 400,000 professional engineers in the nation, of whom 160,000 hold licenses. Since many consulting engineers and engineering firms practice across state lines, the American Society of Civil Engineers believes there is some duplication in the 160,000 figure and that 125,000 would be a more realistic summation. The difference between the actual number of professional engineers and the number of those licensed is due to the peculiarity of the requirement of offering services directly to the public.

Although registration is not a requirement for practice in the profession, it has come to be recognized as a mark of minimal professional proficiency.

State registration laws are not identical, but the following registration requirements are somewhat typical of all licensing agencies. The requirements are:

1. Graduation from an accredited engineering college.
2. A number of years of sub-professional practice plus a number of years of "responsible charge." Total practice is about four years after graduation.
3. Letters of reference concerning character and technical ability.
4. The passing of a state examination.

RESTRICTIONS. One of the questions often asked by high school upperclassmen of groups of engineers on recruitment campaigns is: Is there any discrimination against minority groups? The E.C.P.D. answer to this question is: Engineering does not discriminate against minority groups more than the other professions.

Although there are relatively few women in the profession, some do manage to become successful engineers. The paucity of women in the field is due more to custom rather than to a lack of ability to meet the demands of study and work. According to the E.C.P.D., most women engineers are to be found in the areas of industrial and chemical engineering. There are some women in other fields, such as aeronautical, ceramic, and other phases of engineering. Lately, there has been some agitation to initiate a recruitment campaign to attract competent women to the profession in an effort to satisfy the engineering requirements of the nation.

There seem to be no age barriers that would influence the privilege of matriculation. However, conditions in the outside, competitive industrial world may be quite different. Training programs under the auspices of corporations continually look for the young graduate, with the upper age limit at about 27. On the other hand, engineers are so much in demand at the present time that the factor of age is probably receiving less consideration than normally.

TUITION. According to the E.C.P.D., tuition varies widely from institution to institution, with the national average about $700 per year. This figure includes the various laboratory and other fees that are found in the university or the technical school. However, the public institutions provide engineering programs at relatively low tuition fees, for the most part not higher than the fees found in the other divisions of the university.

JOB OPPORTUNITIES. In a recent survey made by the U. S. Department of Labor, it was shown that engineering is not only the largest technical profession but "is one of the nation's fastest growing fields of work." There has been a tenfold expansion over the last fifty years. During the past ten years, there has been an estimated increase of about two-thirds.

All the major divisions of engineering have shares in this expansion, some more than others. Mechanical engineering, with 40 per cent (the entire professional membership currently employed), represents the largest branch. Civil engineering, the largest before World War II, has dropped to second place with 25 per cent of all members. The percentage employed in other major divisions are: electrical, 20 per cent; chemical, 10 per cent; mining and metallurgical, 5 per cent.

About 300,000 members representing a percentage of 75 are currently employed in private industry. About 90,000 are employed by federal, state, and local government agencies. Some 10,000 are in educational institutions.

In a competitive economy, such as we have in the United States, there is keen competition in the development of new and better ways of accomplishment. For example, the pure scientist discovers the antiobiotic but it is the chemical engineer, among others, who makes it possible for economical production to bring the drug within range of the consumer's ability to pay. This is but one small example of what causes the comparatively high premium placed on the services of engineers.

According to the E.C.P.D., the largest area of career opportunities for engineers deals with *engineering development and design.*

The teaching profession offers great rewards in terms of contributions to human advancement. College teaching offers the engineer a high degree of flexibility in professional development. It enables the individual to choose his own fields of research, and he has ample opportunity to develop his professional interests. A college teacher must have at least a master's degree, and preferably a doctor's degree. Engineering experience in industry is also highly beneficial.

SALARIES. A recent survey by the E.C.P.D. has shown that the starting salary of engineering students upon completion of undergraduate courses is about 15 per cent higher than the average starting salary of other college graduates. There is a high correlation between educational specialization and financial success, engineering being an outstanding example.

A 1956 survey conducted by the American Management Association reports the average beginning engineer receives $4,500 a year. Median pay for industrial engineering positions is approximately $6,000 annually; for chemical positions, $6,500; for electrical and mechanical engineering, $7,000.

The specialization of an engineering education does not limit your future in other fields. Engineering is splendid training for anyone with administrative ability. From 40 to 50 per cent of today's executives in industry are engineers.

According to Havemann and West in *They Went to College*, 52 per cent of male graduates of engineering colleges earn $5,000 a year or more. Percentagewise, this is exceeded only by the group representing law, medicine, and dentistry. On the other hand, several salary surveys have shown that average salaries of practicing engineers throughout the years have been comparable to those in these professions. Of course, earnings vary (as they do in all professions) with ability and with the condition of business as a whole.

Civil service salaries are usually not so high as in private employment but compare favorably with municipal, state, and federal opportunities not in the classified service. One of the advantages of civil service is that if the job exists, employment is continuous. In most situations pensions are assured.

In the general field, hours of work are now usually 40 hours per week, sometimes 35 in large cities, but sometimes 44 in busy seasons or even more on rush construction. Traditionally, engineers put in whatever time is necessary, then take time off when they can be spared.

Some engineering work is hazardous, as on some construction jobs, in some manufacturing processes, in electrical work, and in mines. Engineers predominantly engaged in office work are usually a preferred risk for insurance.

Vacations, holidays, retirement plans, sick leave, and other benefits are about the same as for other office people. Construction men usually are in a hurry and have to save up their vacations and holidays for periods between jobs.

A survey made by the Engineering Manpower Commission (1951) revealed an unfilled need for upwards of 60,000 engineers. Reliable estimates made by the U. S. Bureau of Labor Statistics and others are that there will be a need for more than 30,000 newly graduated engineers each year, not including the needs of the military services.

As for the military services, engineers are needed for ordnance, the Engineer Corps, the Bureau of Ships, the Bureau of Yards and Docks, the Signal Corps, chemical warfare, and all branches of aeronautics. It has been estimated that the military needs total 15,000 annually.

TRENDS. All the reports indicate a tremendous shortage of engineers, which is expected to continue for the foreseeable future.

Even though the engineer's primary interest may not be centered around social dynamic processes, his constructive and important situation in the American scene has placed him in a position where the human machine becomes an object of prime importance. This does not imply that social dynamics must supersede thermodynamics, but only that this phase of education should become more important than it is in the average engineering curriculum.

Many educators now recognize that the engineer, as a member of his community, should be more than a skilled robot. As a result, a definite trend has developed that stresses more liberal arts and a study of the humanities for the future engineers. Some institutions have already taken the lead by allocating 20 per cent or more of the curriculum to the humanities. Other colleges are revising their courses of study to permit the engineering student to have a sampling of courses in philosophy, literature, history, or the social sciences.

In an era of extreme mechanization and in an atomic age when the world may find the means to commit cosmic suicide, this trend toward the liberal arts is important. Educated engineers who are more than technicians are needed today. Students who plan to enter the engineering profession would do well to take courses in the liberal arts and the humanities. That will be valuable personally and professionally.

ENGINEERING

Engineers' Council for Professional Development
Accredited Curricula Leading to First Degrees
in Engineering, October, 1956

- ALABAMA
  - Alabama Polytechnic Institute, Auburn.
    - Agricultural
    - Chemical
    - Civil
    - Electrical
    - Mechanical
  - University of Alabama, University.
    - Aeronautical
    - Chemical
    - Civil
    - Electrical
    - Industrial
    - Mechanical
    - Metallurgical
    - Mining
- ALASKA
  - University of Alaska, College.
    - Civil
    - Geological (5-year option in Min. E.)
    - Mining
- ARIZONA
  - University of Arizona, Tucson.
    - Civil
    - Electrical
    - Geological
    - Mechanical
    - Metallurgical
    - Mining
- ARKANSAS
  - University of Arkansas, Fayetteville.
    - Agricultural
    - Chemical
    - Civil
    - Electrical
    - Industrial
    - Mechanical
- CALIFORNIA
  - California Institute of Technology, Pasadena.
    - Aeronautical (5-year course)
    - Chemical (5-year course)
    - Civil
    - Electrical
    - Mechanical
  - Stanford University, Stanford.
    - Civil
    - Electrical
    - Industrial
    - Mechanical
    - Metallurgical
    - Mining
    - Petroleum
  - United States Naval Postgraduate School, Monterey.
    - Aeronautical
    - Electrical
    - Electronics (Option in E.E.)
    - Engineering Physics
    - Mechanical
  - University of California, Berkeley.
    - Aeronautical (Option in M.E.)
    - Agricultural
    - Chemical
    - Civil
    - Electrical
    - Industrial
    - Mechanical
    - Metallurgical (Metallurgy)
    - Mining
    - Petroleum
    - Process (as Chemical)
    - Sanitary (Option in C.E.)
  - University of California, Los Angeles.
    - Engineering
  - University of Santa Clara, Santa Clara.
    - Aeronautical (Option in M.E.)
    - Civil
    - Electrical
    - Industrial (Option in M.E.)
    - Mechanical
    - Sanitary (Option in C.E.)
  - University of Southern California, Los Angeles.
    - Civil
    - Electrical
    - Mechanical
    - Petroleum
- COLORADO
  - Colorado State University, Fort Collins.
    - Civil
    - Electrical
    - Mechanical
    - Sanitary (Option in C.E.)
  - Colorado School of Mines, Golden.
    - Geological
    - Geophysical
    - Metallurgical
    - Mining
    - Petroleum Production
    - Petroleum Refining
  - University of Colorado, Boulder.
    - Aeronautical
    - Architectural
    - Chemical
    - Civil
    - Electrical
    - Mechanical
  - University of Denver, Denver.
    - Civil
    - Electrical
    - Mechanical
- CONNECTICUT
  - United States Coast Guard Academy, New London.
    - Engineering (General)
  - University of Connecticut, Storrs.
    - Civil
    - Electrical
    - Mechanical
  - Yale University, New Haven.
    - Chemical
    - Civil
    - Electrical
    - Mechanical
    - Metallurgical (Metallurgy)
- DELAWARE
  - University of Delaware, Newark.
    - Chemical
    - Civil
    - Electrical
    - Mechanical
- DISTRICT OF COLUMBIA
  - Catholic University of America, Washington.
    - Architectural

Electrical
George Washington University, Washington.
Civil
Electrical
Mechanical
Howard University, Washington.
Civil
Electrical
Mechanical
FLORIDA
University of Florida, Gainesville.
Aeronautical
Chemical
Civil
Electrical
Industrial
Mechanical
Sanitary—Public Health (Option in C.E.)
GEORGIA
Georgia Institute of Technology, Atlanta.
Aeronautical
Ceramic
Chemical
Civil
Electrical
Industrial
Mechanical
Textile
HAWAII
University of Hawaii, Honolulu.
Civil
IDAHO
University of Idaho, Moscow.
Aeronautical (Option in M.E.)
Agricultural
Chemical
Civil
Electrical
Geological
Mechanical
Metallurgical (Metallurgy)
Mining
ILLINOIS
Bradley University, Peoria.
Mechanical
Illinois Institute of Technology, Chicago.
Chemical
Civil
Electrical
Industrial
Mechanical
Metallurgical
Northwestern University, Evanston.
Chemical
Civil
Electrical
Industrial
Mechanical
University of Illinois, Urbana.
Aeronautical
Agricultural
Ceramic
Chemical
Civil
Electrical
Engineering (General)
Mechanical
Metallurgical
Mining
Petroleum (Option in Min.E.)
Sanitary
INDIANA
Purdue University, Lafayette.
Aeronautical
Architectural (Option in C.E.)
Agricultural
Chemical
Civil
Electrical
Engineering Science
Industrial (Option in M.E.)
Mechanical
Metallurgical
Sanitary (Option in C.E.)
Rose Polytechnic Institute, Terre Haute.
Chemical
Civil
Electrical
Mechanical
University of Notre Dame, Notre Dame.
Aeronautical
Chemical
Civil
Electrical
Mechanical
Metallurgical (Metallurgy)
IOWA
Iowa State College of Agriculture and Mechanic Arts, Ames.
Agricultural
Architectural
Ceramic
Chemical
Civil
Electrical
Industrial
Mechanical
State University of Iowa, Iowa City.
Chemical
Civil
Electrical
Industrial (Option in M.E.)
Mechanical
Sanitary (Option in C.E.)
KANSAS
Kansas State College of Agriculture and Applied Science, Manhattan.
Agricultural
Architectural
Chemical
Civil
Electrical
Industrial (Option in M.E.)
Mechanical
University of Kansas, Lawrence.
Aeronautical
Architectural
Chemical
Civil
Communications (Option in E.E.)
Electrical
Engineering Physics
Geological
Industrial (Option in M.E.)
Mechanical
Petroleum
University of Wichita, Wichita.
Aeronautical
KENTUCKY
University of Kentucky, Lexington.
Architectural (Option in C.E.)
Civil
Electrical
Mechanical
Metallurgical
Mining

- Petroleum (Option in Min.E.)
- Sanitary (Option in C.E.)

University of Louisville, Louisville.
- Chemical
- Civil
- Electrical
- Mechanical

LOUISIANA

Louisiana Polytechnic Institute, Ruston.
- Chemical
- Civil
- Electrical
- Geological
- Mechanical
- Petroleum

Louisiana State University, Baton Rouge.
- Aeronautical (Option in M.E.)
- Agricultural
- Chemical
- Civil (incl. Hydraulics Option)
- Electrical
- Industrial (Option in M.E.)
- Mechanical
- Petroleum

Southwestern Louisiana Institute, Lafayette.
- Chemical
- Civil
- Electrical
- Mechanical

Tulane University of Louisiana, New Orleans.
- Chemical
- Civil
- Electrical
- Industrial (Option in M.E.)
- Mechanical
- Sanitary (Option in C.E.)

MAINE

University of Maine, Orono.
- Chemical
- Civil
- Electrical
- Engineering Physics
- Mechanical
- Sanitary (Option in C.E.)

MARYLAND

Johns Hopkins University, Baltimore
- Civil
- Electrical
- Mechanical

University of Maryland, College Park.
- Aeronautical
- Chemical
- Civil
- Electrical
- Mechanical

MASSACHUSETTS

Harvard University, Cambridge.
- Electrical
- Communications (Option in E.E.)
- Engineering Physics
- Sanitary

Lowell Technological Institute, Lowell.
- Textile (Engineering Option; General Manufacturing Option)

Massachusetts Institute of Technology, Cambridge.
- Aeronautical
- Building Engineering and Construction
- Business and Engineering Administration
- Chemical
- Civil
- Electrical
- Engineering (General)
- Mechanical
- Metallurgical (Metallurgy)
- Naval Architecture and Marine Engineering

Northeastern University, Boston.
- Chemical
- Civil
- Electrical
- Industrial
- Mechanical

Tufts University, Medford.
- Chemical
- Civil
- Electrical
- Mechanical

University of Massachusetts, Amherst.
- Civil
- Electrical
- Industrial (Option in M.E.)
- Mechanical

Worcester Polytechnic Institute, Worcester.
- Aeromechanics (Option in M.E.)
- Chemical
- Civil
- Electrical
- Mechanical

MICHIGAN

Michigan College of Mining and Technology, Houghton.
- Chemical
- Civil
- Electrical
- Geological
- Mechanical
- Metallurgical
- Mining
- Mineral Dressing (Option in Met.E.)

Michigan State University of Agriculture and Applied Science, East Lansing.
- Agricultural
- Chemical
- Civil
- Electrical
- Mechanical
- Metallurgical
- Sanitary (Option in C.E.)

University of Detroit, Detroit.
- Aeronautical
- Architectural
- Chemical
- Civil
- Electrical
- Mechanical
- Metallurgical (Option in Ch.E.)

University of Michigan, Ann Arbor.
- Aeronautical
- Chemical
- Civil
- Electrical
- Engineering Mechanics
- Engineering Physics
- Industrial
- Mechanical
- Metallurgical
- Naval Architecture and Marine Engineering
- Sanitary (Option in C.E.)

Wayne State University, Detroit.
- Aeronautical
- Chemical
- Civil
- Electrical
- Industrial (Option in M.E.)
- Mechanical
- Metallurgical

MINNESOTA

University of Minnesota, Minneapolis.

  - Aeronautical
  - Agricultural
  - Chemical
  - Civil
  - Electrical
  - Geological
  - Mechanical
  - Metallurgical
  - Mining
  - Sanitary (Option in C.E.)

MISSISSIPPI
- Mississippi State College, State College.
  - Aeronautical
  - Agricultural
  - Civil
  - Electrical
  - Mechanical
- University of Mississippi, University.
  - Chemical
  - Civil

MISSOURI
- Saint Louis University, St. Louis.
  - Electrical
  - Geological
  - Geophysical
- University of Missouri, Columbia.
  - Agricultural
  - Chemical
  - Civil
  - Electrical
  - Mechanical
- Missouri School of Mines and Metallurgy (division of University of Missouri), Rolla.
  - Ceramic
  - Chemical
  - Civil
  - Electrical
  - Mechanical
  - Metallurgical
  - Mining
  - Mining Geology (Option in Min.E.)
  - Petroleum (Option in Min.E.)
- Washington University, St. Louis.
  - Architectural
  - Chemical
  - Civil
  - Construction (Option in C.E.)
  - Electrical
  - Geological
  - Industrial (Administrative)
  - Mechanical

MONTANA
- Montana School of Mines, Butte.
  - Geological
  - Metallurgical
  - Mineral Dressing (Option in Met.E.)
  - Mining
- Montana State College, Bozeman.
  - Architectural
  - Chemical
  - Civil
  - Electrical
  - Industrial
  - Mechanical

NEBRASKA
- University of Nebraska, Lincoln.
  - Agricultural
  - Architectural
  - Chemical
  - Civil
  - Electrical
  - Mechanical

NEVADA
- University of Nevada, Reno.
  - Civil
  - Electrical
  - Mechanical
  - Metallurgical
  - Mining

NEW HAMPSHIRE
- Dartmouth College, Hanover.
  - Civil
  - Electrical
  - Mechanical
- University of New Hampshire, Durham.
  - Civil
  - Electrical
  - Mechanical

NEW JERSEY
- Newark College of Engineering, Newark.
  - Chemical
  - Civil
  - Electrical
  - Mechanical
  - Sanitary (Option in C.E.)
- Princeton University, Princeton.
  - Aeronautical
  - Chemical
  - Civil
  - Electrical
  - Geological
  - Mechanical
- Rutgers University, New Brunswick.
  - Agricultural
  - Ceramic
  - Civil
  - Electrical
  - Industrial (Engineering Administration)
  - Mechanical
  - Sanitary
- Stevens Institute of Technology, Hoboken.
  - Engineering

NEW MEXICO
- New Mexico College of Agriculture and Mechanic Arts, State College.
  - Civil
  - Electrical
  - Mechanical
- University of New Mexico, Albuquerque.
  - Aeronautical (Option in M.E.)
  - Architectural
  - Civil
  - Electrical
  - Mechanical

NEW YORK
- City College of the City of New York, New York.
  - Chemical
  - Civil
  - Electrical
  - Mechanical
- Clarkson College of Technology, Potsdam.
  - Chemical
  - Civil
  - Electrical
  - Mechanical
- Columbia University, New York.
  - Chemical
  - Civil
  - Electrical
  - Industrial
  - Mechanical
  - Metallurgical
  - Mining
- Cooper Union, New York.

- Chemical
- Civil
- Electrical
- Mechanical

Cornell University, Ithaca.
- Aeronautical
- Chemical
- Civil
- Electrical
- Engineering Physics
- Mechanical
- Metallurgical
- Sanitary (Option in C.E.)

Manhattan College, New York.
- Civil
- Electrical
- Sanitary (Option in C.E.)

New York University, New York.
- Aeronautical
- Chemical
- Civil
- Electrical
- Industrial (formerly Administrative)
- Mechanical
- Metallurgical
- Sanitary (Option in C.E.)

Polytechnic Institute of Brooklyn, Brooklyn.
- Aeronautical
- Chemical (including Plastics Option)
- Civil
- Electrical
- Mechanical
- Metallurgical

Pratt Institute, Brooklyn.
- Chemical
- Electrical
- Mechanical

Rensselaer Polytechnic Institute, Troy.
- Aeronautical
- Chemical
- Civil
- Electrical
- Management
- Mechanical
- Metallurgical
- Sanitary (Option in C.E.)

State University of New York: College of Ceramics at Alfred University, Alfred.
- Ceramic

Syracuse University, Syracuse.
- Chemical
- Electrical
- Industrial

Union College and University, Schenectady
- Civil
- Electrical

University of Rochester, Rochester.
- Chemical
- Mechanical

Webb Institute of Naval Architecture, Glen Cove.
- Naval Architecture and Marine Engineering

NORTH CAROLINA

Duke University, Durham.
- Civil
- Electrical
- Mechanical

North Carolina State College of Agriculture and Engineering, Raleigh.
- Aeronautical (Option in M.E.)
- Ceramic
- Chemical
- Civil
- Electrical
- Industrial (not including Furniture Option)
- Mechanical
- Sanitary (Option in C.E.)

NORTH DAKOTA

North Dakota Agricultural College, Fargo.
- Agricultural
- Architectural
- Civil
- Electrical
- Mechanical

University of North Dakota, Grand Forks.
- Chemical
- Civil
- Electrical
- Mechanical
- Mining

OHIO

Air Force Institute of Technology, Wright-Patterson Air Force Base
- Aeronautical
- Electrical

Case Institute of Technology, Cleveland.
- Chemical
- Civil
- Electrical
- Industrial (Option in M.E.)
- Mechanical
- Metallurgical
- Sanitary (Option in C.E.)

Fenn College, Cleveland.
- Chemical
- Civil (formerly Structural)
- Electrical
- Mechanical
- Metallurgical

Ohio Northern University, Ada.
- Civil
- Electrical
- Mechanical

Ohio State University, Columbus.
- Aeronautical
- Agricultural
- Ceramic (5-year)
- Chemical
- Civil
- Electrical
- Industrial
- Mechanical
- Metallurgical
- Mining

Ohio University, Athens.
- Architectural
- Civil
- Electrical
- Industrial (Option in M.E.)
- Mechanical

University of Akron, Akron.
- Civil
- Electrical
- Industrial (Option in M.E.)
- Mechanical

University of Cincinnati, Cincinnati.
- Aeronautical
- Chemical
- Civil
- Electrical
- Mechanical
- Metallurgical

University of Dayton, Dayton.
- Civil
- Electrical
- Mechanical

University of Toledo, Toledo.
- Civil
- Electrical

- Engineering Physics
- Industrial (Option in M.E.)
- Mechanical

Youngstown University, Youngstown.
- Electrical
- Mechanical

OKLAHOMA

Oklahoma Agricultural and Mechanical College, Stillwater.
- Aeronautical (Option in M.E.)
- Agricultural
- Architectural
- Chemical
- Civil
- Electrical
- Engineering (General)
- Industrial
- Mechanical
- Petroleum (Option in Min.E.).
- Sanitary (Option in C.E.)

University of Oklahoma, Norman.
- Aeronautical
- Architectural
- Chemical
- Civil
- Electrical
- Engineering Physics
- Geological
- Mechanical
- Petroleum

University of Tulsa, Tulsa.
- Petroleum
- Petroleum Production (Option in Pet.)
- Petroleum Refining (Option in Pet.)

OREGON

Oregon State College, Corvallis.
- Aeronautical (Option in M.E.)
- Agricultural
- Chemical
- Civil
- Electrical
- Industrial
- Mechanical

PENNSYLVANIA

Bucknell University, Lewisburg.
- Chemical
- Civil
- Electrical
- Mechanical

Carnegie Institute of Technology, Pittsburgh.
- Aeronautical (Option in M.E.)
- Chemical
- Civil
- Electrical
- Mechanical
- Metallurgical

Drexel Institute of Technology, Philadelphia.
- Chemical
- Civil
- Electrical
- Mechanical
- Metallurgical

Lafayette College, Easton.
- Chemical
- Civil
- Electrical
- Industrial
- Mechanical
- Metallurgical
- Mining

Lehigh University, Bethlehem.
- Chemical
- Civil
- Electrical
- Geophysical (Option in Min.E.)
- Industrial
- Mechanical
- Metallurgical
- Mining
- Sanitary (Option in C.E.)

Pennsylvania State University, University Park.
- Aeronautical
- Agricultural
- Architectural
- Ceramic (Ceramics)
- Chemical
- Civil
- Electrical
- Industrial
- Mechanical
- Metallurgical (Metallurgy)
- Mining
- Petroleum and Natural Gas
- Sanitary

Swarthmore College, Swarthmore.
- Civil
- Electrical
- Mechanical

University of Pennsylvania, Philadelphia
- Chemical
- Civil
- Electrical
- Mechanical
- Metallurgical

University of Pittsburgh, Pittsburgh.
- Aeronautical (Option in M.E.)
- Chemical
- Civil
- Electrical
- Geological
- Industrial
- Mechanical
- Metallurgical
- Mining
- Petroleum

Villanova University, Villanova.
- Chemical
- Civil
- Electrical
- Mechanical

RHODE ISLAND

Brown University, Providence.
- Civil
- Electrical
- Mechanical

University of Rhode Island, Kingston.
- Aeronautical (Option in M.E.)
- Chemical
- Civil
- Electrical
- Mechanical

SOUTH CAROLINA

The Citadel—The Military College of South Carolina, Charleston.
- Civil

Clemson Agricultural College, Clemson.
- Agricultural
- Ceramic
- Civil
- Electrical
- Mechanical

University of South Carolina, Columbia.
- Chemical
- Civil
- Electrical
- Mechanical

SOUTH DAKOTA

South Dakota School of Mines and Technology, Rapid City.
  - Civil
  - Electrical
  - Engineering (General)
  - Geological
  - Mechanical
  - Metallurgical
  - Mining

South Dakota State College of Agriculture and Mechanic Arts, Brookings.
  - Civil
  - Electrical
  - Mechanical

TENNESSEE

University of Tennessee, Knoxville.
  - Chemical
  - Civil
  - Electrical
  - Industrial
  - Mechanical

Vanderbilt University, Nashville.
  - Chemical
  - Civil
  - Electrical
  - Mechanical

TEXAS

Agricultural and Mechanical College of Texas, College Station.
  - Aeronautical
  - Agricultural
  - Chemical
  - Civil
  - Electrical
  - Geological
  - Industrial
  - Mechanical
  - Petroleum (4 and 5-year courses)
  - Sanitary (Option in C.E.)

Rice Institute, Houston.
  - Chemical (5-year)
  - Civil (5-year)
  - Electrical (5-year)
  - Mechanical (5-year)

Southern Methodist University, Dallas.
  - Civil
  - Electrical
  - Mechanical

Texas College of Arts and Industries, Kingsville.
  - Petroleum and Natural Gas

Texas Technological College, Lubbock.
  - Civil
  - Electrical
  - Industrial
  - Mechanical
  - Textile (Engineering Option)

University of Texas, Austin.
  - Aeronautical
  - Architectural
  - Ceramic
  - Chemical
  - Civil
  - Electrical
  - Mechanical
  - Petroleum
  - Sanitary (Option in C.E.)

Texas Western College, El Paso.
  - Mining (including Mining Option and Mining-Geology Option)
  - Metallurgical

UTAH

University of Utah, Salt Lake City.
  - Chemical
  - Civil
  - Electrical
  - Geological
  - Mechanical
  - Metallurgical
  - Mining

Utah State Agricultural College, Logan.
  - Agricultural
  - Civil
  - Electrical

VERMONT

Norwich University, Northfield.
  - Civil
  - Electrical
  - Mechanical

University of Vermont and State Agricultural College, Burlington.
  - Civil
  - Electrical
  - Mechanical

VIRGINIA

University of Virginia, Charlottesville.
  - Aeronautical (Option in M.E.)
  - Chemical
  - Civil
  - Electrical
  - Mechanical

Virginia Military Institute, Lexington.
  - Civil
  - Electrical

Virginia Polytechnic Institute, Blacksburg.
  - Aeronautical
  - Agricultural
  - Architectural
  - Ceramic
  - Chemical
  - Civil
  - Electrical
  - Industrial
  - Mechanical
  - Metallurgical
  - Mining
  - Sanitary (Option in C.E.)

WASHINGTON

State College of Washington, Pullman.
  - Aeronautical (Option in M.E.)
  - Agricultural
  - Architectural
  - Chemical
  - Civil
  - Electrical
  - Mechanical
  - Metallurgical
  - Mining
  - Physical Metallurgy (Option in Met.E.)
  - Sanitary (Option in C.E.)

University of Washington, Seattle.
  - Aeronautical
  - Ceramic
  - Chemical
  - Civil
  - Electrical
  - Industrial (Option in M.E.)
  - Mechanical
  - Metallurgical
  - Mining

WEST VIRGINIA

West Virginia University, Morgantown.
  - Aeronautical
  - Agricultural
  - Chemical
  - Civil
  - Electrical
  - Industrial

  Mechanical
  Mining
  Petroleum (Option in Min.E.)
  Sanitary (Option in C.E.)
WISCONSIN
 Marquette University, Milwaukee.
  Civil
  Electrical
  Mechanical
 University of Wisconsin, Madison.
  Aeronautical (Option in M.E.)
  Chemical
  Civil
  Electrical
  Mechanical
  Metallurgical
  Mining
  Sanitary (Option in C.E.)
WYOMING
 University of Wyoming, Laramie.
  Civil
  Electrical
  General
  Mechanical

FORESTRY

Professional education in the science and art of woodland management, for the continuous production of forest goods and services, appears to have come into being with the beginning awareness that the natural resources of the United States were not inexhaustible.

According to the Society of American Foresters, a competent forester is qualified to manage a forest property, whether the primary object of management is wood, wildlife, forage, water, or just plain scenery. Therefore, in the pursuit of his vocation, the professionally trained forester becomes a general practitioner, able to apply his talents in the protection, administration, harvesting, reproduction, and utilization of the forest resource and its products.

QUALIFICATIONS. High school graduation is generally required of those wishing to matriculate at schools of forestry. Because no math beyond trigonometry is part of the basic professional curriculum, high school math should include elementary algebra, intermediate algebra, and plane geometry. Some schools require less. For example, Colorado State University, according to *American Universities and Colleges*, requires one unit of math. However, the University of Massachusetts requires three units of math, and the University of Maine requires not only three units of math but also a unit of chemistry or physics.

Some schools, such as the University of Florida, demand graduation from an accredited secondary school with a placement in the top half of the graduation class. If the student's placement is not satisfactory, the university will countenance acceptable scores on the American Council psychological and achievement tests in English, social sciences, natural sciences, and math. At the Louisiana State University and Agricultural and Mechanical College, no pattern of units is required. Graduates of accredited high schools are eligible for admission as freshman. Veterans with high school equivalency diplomas are also eligible. Entrance examinations may be taken if the student is not a graduate of an accredited high school.

Some schools demand a foreign language as part of the secondary school equipment the student brings to a school of forestry. For example, the University of Massachusetts requires two units of a foreign language.

Duke University and Yale University are graduate schools and so require an undergraduate degree. As a special requirement, both schools demand graduation from an approved scientific school or college or from a professional school of forestry.

COURSES. Although education in forestry varies slightly from institution to institution, the professional curriculum in each of the accredited schools has a solid foundation of five essential courses. These courses are: (1) silviculture, based on plant ecology, botany, plant physiology, dendrology, and soils; (2) forest protection from fire, insects, and disease; (3) forest management, based on mensuration, surveying, and mathematics through trigonometry; (4) forest economics; and (5) forest utilization. The degree offered on completion of the four-year undergraduate curriculum is Bachelor of Science in Forestry.

Fields of specialization or concentration in the undergraduate programs consist of the following areas, although it should be remembered that these course sequences leading to a Bachelor of Science degree are not all available in every school:

Farm Forestry
Forest Administration
Forest Biology
Forest Botany and Dendrology
Forest Ecology and Physiology
Forest Economics and Policy
Forest Engineering and Improvements
Forest Entomology
Forest Finance
Forest Management and Administration
Forest Mensuration
Forest Pathology
Forest Products Utilization
Forest Protection from Fire
Forest Recreation
Forest Soil Science
Forest Surveying
Forest Zoology
Game and Wildlife Management
Harvesting Forest Products
Landscape Engineering
Logging Engineering
Lumber Manufacture
Marketing of Forest Products
Municipal Forestry
Naval Stores
Pulp and Paper Manufacture
Range Management
Reforestation
Silviculture
Timber Management
Veneer, Glue, and Plywood
Wood Technology

In some institutions, these specialized curricula do not include the essential five-course core of forestry previously mentioned, and so the Society of American Foresters, in its accrediting procedure, examines and approves individual curricula as well as accredits the institution itself. Also, since thorough coverage of the necessary foundation subjects and these professional subjects is virtually impossible in the usual four years, all the accredited schools now offer an additional year, leading to the master's degree, in which the student's training can be broadened and intensified. In fact, Yale and Duke operate wholly on the graduate basis, and, in addition to the Ph.D., offer the comparatively new degree of Doctor of Forestry. The master's degree is increasingly recognized as essential for full professional training, and the doctor's degree for research and teaching.

ACCREDITATION. The Society of American Foresters is the nationally recognized accrediting organization. The address is 825 Mills Building, 17th Street and Pennsylvania Avenue NW., Washington 6, D.C.

TRENDS. The first records show 19 undergraduates in 1903-1904. The number gradually increased to 904 during 1914-1915, then declined during the First World War. Following the war, enrollments gradually rose until 1929-1930, when there were 2,123 undergraduates registered.

With the establishment of the Civilian Conservation Corps in 1933 and other federal conservation activities of that period, the demand for foresters resulted in a marked rise in enrollment, to a high point of 6,067 in 1937-1938.

Enrollments then gradually fell off until, during World War II, the schools of forestry were almost depleted of students. The low point was reached during the academic year 1943-1944, when only 503 were enrolled.

Again, following World War II, enrollments increased. In 1945-1946, there were 1,473 undergraduates; the next year there were 7,010; and during the school year 1948-1949, enrollment reached an all-time high of 8,212. Since 1945, seven additional schools of forestry have been established.

Today, forestry has established itself as a nationally recognized profession. Graduates in 1954 earned 1,027 bachelor's degrees, 155 master's degrees, and 27 doctor's degrees.

Enrollment in the fall of 1956 indicates an increase in both freshman and sophomore classes.

JOBS. Twenty-five years ago, the federal government, notably the Forest Service in the U. S. Department of Agriculture, was the largest employer of foresters. During the past decade, and especially since the end of World War II, a great expansion in industrial forest practice has occurred. In consequence, most of the current forestry graduates are going into private work.

A recent joint analysis of the Society of American Foresters and the American Forest Products Industries, Inc., reveals the following estimated distribution of foresters in the various classes of employment: federal, all agencies, 4,800; state, all agencies, 1,500; county and municipal, 200; education, including extension and research, 700; private, including industrial, 6,200; and allied fields, 1,600—total, 15,000.

In general, the annual output of forestry graduates is sufficient to fill the current demand, and the existing schools are adequate to meet the employment needs of the foreseeable future.

RESTRICTIONS. Nothing in the information available is indicative of broad restrictive policy. It must be presumed that opportunities in this field are quite limited for women, since not many schools of forestry include them. One of the schools having women as a part of the student body is the University of Massachusetts School of Horticulture. This phase of forestry is probably the most attractive to women.

FORESTRY

Society of American Foresters

Accredited Schools of Forestry, March 1957

ALABAMA
  Alabama Polytechnic Institute, Auburn.
CALIFORNIA
  University of California, Berkeley.
COLORADO
  Colorado State University, Fort Collins.
CONNECTICUT
  Yale University, New Haven (graduate).
FLORIDA
  University of Florida, Gainesville.
GEORGIA
  University of Georgia, Athens.
IDAHO
  University of Idaho, Moscow.
INDIANA
  Purdue University, Lafayette.
IOWA
  Iowa State College of Agriculture and Mechanic Arts, Ames.
LOUISIANA
  Louisiana Polytechnic Institute, Ruston.
  Louisiana State University and Agricultural and Mechanical College, Baton Rouge.
MAINE
  University of Maine, Orono.
MASSACHUSETTS
  University of Massachusetts, Amherst.
MICHIGAN
  Michigan State University of Agriculture and Applied Science, East Lansing.
  University of Michigan, Ann Arbor.
MINNESOTA
  University of Minnesota, St. Paul.
MISSOURI
  University of Missouri, Columbia.
MONTANA
  Montana State University, Missoula.
NEW YORK
  State University of New York, College of Forestry, Syracuse.
NORTH CAROLINA
  Duke University, Durham (graduate).
  North Carolina State College of Agriculture and Engineering, Raleigh.
OREGON
  Oregon State College, Corvallis.
PENNSYLVANIA
  Pennsylvania State University, University Park.
UTAH
  Utah State Agricultural College, Logan.
WASHINGTON
  University of Washington, Seattle.
WEST VIRGINIA
  West Virginia University, Morgantown.

HOME ECONOMICS

In its inception as an educational area of inquiry in institutions of higher learning, home economics was a manifestation of women's increasing success in securing equality of educational opportunity with men. The admission of women to higher educational institutions in the United States occurred 200 years after men had first experienced the opportunity (1636). Of course, women's rights to and need for higher education are now generally accepted in the United States. According to the 1956 fall enrollment survey conducted by *The New York Times*, one out of three university students is a woman.

Many women (84,000) have gravitated to the field of home economics in their university preparation because of its primary concern with homemaking. This is not to be confused with housekeeping. Although the home economist has by now focused her attention far beyond the original confines of consumer education, the basic objective is to prepare the student for the "unpaid" career of successful home management, giving her, as it were, an opportunity to collate a body of knowledge dealing with personal relationships and the economical use of family resources. The efficacy of this type of curriculum is to be measured by its ability to prepare students to function adequately in the most important phase of societal structuring: the family unit.

This concept is somewhat different from the traditional one that the tasks of the home are menial and less important than a profession outside the home. This latter viewpoint goes with the belief that higher education should be confined to traditional subjects such as those usually included under a liberal arts heading. Although this is a debatable point of view, it must be recognized that preparation for home and family living has special significance in our society and to a large extent it determines the kinds of adults who people our communities.

QUALIFICATIONS. Matriculation at a college or university offering an undergraduate degree in home economics generally depends on graduation from an approved secondary school. Schools such as the University of Maryland, Oklahoma A. & M., Pratt Institute, Tuskegee Institute, Texas Technological College, and Utah State Agricultural College, to name but a few, make the specific demand of high school graduation, but others do not. The Universities of Cincinnati and Wyoming ask for 15 units, whereas Cornell University (State University of New York College of Home Economics) requires 16 units. Subject preparation requirements also differ among the various schools, and many have special admission standards.

The paid professions for which home economics prepares one include teaching, business, institutional management and hospital administration, journalism, research, and social service. These areas of endeavor require specific skills that may be acquired by combining innate ability and proper training. For example: successful research would demand not only a familiarity with statistical methods and a facility in expressing findings, which are usually written, but a personality that enjoyed intellectual curiosity and working alone while being extremely methodical.

COURSES. All home economics curricula include courses in more than one phase of home economics and also courses in such fields as chemistry, physics, bacteriology, physiology, economics, sociology, psychology, political science, English and perhaps other languages, literature, history, and art. According to Beulah I. Coon, of the U. S. Office of Education, "home economics is the only area of university work in which, from the beginning, the purpose has been the improvement of home and family work."

The core curriculum which all home economics students take consists of the following courses:

1. Child Development. These courses are organized to stimulate interest in the findings of research on the growth and development of children. They give the student an appreciation of individual differences and normality of the several ages of childhood.

2. The Family and Family Relationships. These courses help the student become aware of how different family types determine the quality of local and national life. In learning how environment affects family living, students increase their knowledge about being socially effective in their various relationships with others. Consequently, they gain a greater appreciation of the contributions which democratic family life can make, especially through the framework of a successful marriage, to the welfare of the nation.

3. Foods and Nutrition. These courses inform students of recent findings of research in nutrition and in foods and their applicability to the different ages and the occupations. As a result, the students become aware of how food affects health and human relations. They also learn something of the extent and causes of malnutrition.

4. Health of the Family, Home and Community Hygiene, and Home Nursing. These courses not only deal with essential conditions that must prevail for personal and family health and safety, but also make the students acquainted with public and private facilities which foster these desirable conditions.

5. Home Management and Family Economics. These courses assist the student in becoming familiar with the different values and goals of families while understanding the differences in their resources. Naturally, the formulation of interests stemming from this frame of reference stimulates the effort to improve the economic situation of a family unit.

6. Housing, House Furnishing, and Household Equipment. These courses are designed to aid students in the realization of how housing is instrumental in affecting the mental and physical health of the family group. They also show how some trends in the design, construction, manufacture, and marketing of houses, home equipment, and furnishings are related to family needs.

7. Textiles and Clothing. These courses help students gain insight into factors which influence people's choice of clothing, and to recognize variations in quality found in garments at a given price and at different price levels. Consequently, students develop some ability to select, purchase, make, and care for clothing and textiles so as to protect the health of family members and add beauty and satisfaction to daily living.

In addition to the courses required of all home economics students, there are courses providing preparation for specific professions. According to the U. S. Office of Education, professional courses are of three types:

1. Courses in home economics which are needed for the profession chosen.

2. Further courses in physical, biological, and social sciences or art needed to strengthen the advanced home economics courses.

3. Courses aimed at developing the special skills and understandings which one must use in the profession.

Many home economics departments afford students unique learning experiences outside the classroom. Two types of experience have become rather common and deserve some special mention, namely, the use of a nursery school and of a home management house. Both are experiences usually provided in the third or fourth year, although in some colleges first- or second-year students also have some experience of this kind. Many universities have nursery schools for pre-school age children; others use nursery schools in the community. These nursery schools give college students experience not only in observing but also in participating in the guidance of children. Here they can study the ways children develop, their relationships with other children, their physical and social development through play, and the way they respond to the guidance given by directors prepared for nursery school work. They can also have experiences in helping children with routine and other activities and gain judgment in guiding a child's development. Such study not only is excellent preparation for parenthood, but helps many college students better understand themselves and their relations and reactions to people and situations.

ACCREDITATION. There is no official accrediting agency. Approximately 500 universities and colleges grant bachelor's degrees in home economics. In addition, many junior colleges and teachers colleges offer work in this field.

Most schools are coeducational. Of course, there are several schools which admit women only. This practice does not represent a sexual restriction per se, but is rather an outgrowth of the original relegation of home economics to the realm of female endeavor. The Federal Security Agency of the Office of Education reported a total of 42,777 majors in home economics in the fall of 1949. Only 456 of these students were men. According to the same source, it appears that the number of men enrolled in home economics is increasing more rapidly than the number of women. In 1940, 333 institutions reported an enrollment of 121 men majors and 1,031 men non-majors. Nine years later, 408 institutions reported an enrollment of 456 men majors and 4,492 men non-majors.

Apparently, there are no geographic restrictions except where tuition rates vary depending on whether or not a student in a land-grant or state institution is a resident.

SCHOLARSHIPS. Several scholarships and fellowships are available from the American Home Economics Association. Specific information concerning these grants can be obtained from this organization at 1600 20th Street NW., Washington 9, D.C.

Most colleges and universities offer scholarships to those who satisfy the school's requirements.

JOB OPPORTUNITIES. Professional opportunities for home economists have been increasing in number and in kind for several years. For some time many more positions have been available than there were qualified people to fill them.

Jobs are available in business, social work, research, and government service. It should be noted that top social service agencies, in employing case workers, always demand graduates possessing a master's degree from a school of social work. It is true, however, that some agencies, especially those of local governments, will demand no special preparation beyond a bachelor's degree. Home economists in social welfare agencies serve their most important function by advising staff members regarding minimum amounts to allow for food, clothing, rent, and other needs. They make frequent studies of prices of various goods and services which families have to purchase. They occasionally help individual families set up and carry out a financial plan.

According to the U. S. Office of Education, teachers form the largest group of professional workers in home economics. Approximately 21,000 are employed in junior and senior high schools, in which they usually teach all phases of home economics. Some also have classes for adults. Many cities employ teachers just for adults. Approximately 7,000 taught homemaking to adults in 1948-1949. Classes are free and are offered in all phases of home economics.

In addition to class work, the home economics teacher and her pupils work with other students and teachers on school-wide problems and with homemakers and community groups on home and family problems. States and cities employ supervisors of home economics to assist teachers with their problems and to co-ordinate work carried on by these teachers.

Approximately 2,700 home economists are college teachers in the four-year colleges and universities granting higher degrees in home economics. Other college teachers are employed by junior colleges and by institutions not granting degrees in the field. In small colleges, one person may be responsible for teaching more than one phase of home economics. In larger colleges, each teacher is more likely to be a specialist in one area.

SALARIES. College professors average around $7,000 a year while deans and heads of large departments may receive as much as $12,000 a year. In business, salaries may be even higher depending on the initiative, talent and energy brought to the job.

Dietetics

There is a definite tie-in between home economics and dietetics. The home economist frequently is called upon to work in the field of dietetics. Colleges and universities stress the close relationship between these two fields.

Dietetics is a young and vigorous profession whose roots extend back to antiquity. Today, because of our academic and technological superiority, food scientists think in terms of nutritive values, the function of vitamins, energy transformation, and a host of relationships between food consumption and physical well-being. The modern dietitian not only utilizes the most effective techniques in attempting to solve the nutritional problem of feeding people for optimum results, but also plays the role of teacher of patients, nurses, and other personnel and may also act as an administrator.

In its brochure entitled *Dietetics*, the American Dietetic Association defines a dietitian as "one who has had college training in the science of nutrition and management and is proficient in the art of feeding individuals and groups," and a nutritionist as "one who has had college training in the science of nutrition and is engaged in interpreting the principles of nutrition to individuals and groups."

College training for a career in dietetics calls for participation in the home economics curriculum with a major in foods and nutrition or institution management. Schools vary in their requirements of semester-hours in home economics and in other subjects. The trend seems to be toward giving the B.S. degree to those students who carry a majority of home economics subjects in their programs and the A.B. degree to those who complete a majority of subjects other than home economics.

TYPES OF COURSES. Naturally, the studies that one pursues in preparation for the dietetic profession aim to give an understanding of the human organism and the reactive consequences to it of food consumption. Besides the subject matter of physical science, there is a vast area of knowledge to be investigated concerning the storage, handling, and presentation of foods. Costs and economics represent another important phase of professional training that leads to intelligent budgeting. And, of course, no training concerned with public or quasi-public relations is complete unless it encompasses studies in psychology, social science, and education.

RESTRICTIONS. Both men and women specialize in this field, though at the present time there is a preponderance of the latter actively engaged as professionals. According to the A.D.A., there are few restrictions regarding color or creed, though some institutions will not admit Negroes as students or hire them as dietitians. This, the A.D.A. points out, is not broad professional policy but is a peculiar limitation decided upon by specific administrators.

JOB OPPORTUNITIES. In a recent survey made by the A.D.A., it was ascertained that there was a range of 5 to 15 openings for each available dietitian and nutritionist. During the winter of 1951-1952, the American Hospital Association concluded a survey of vacancies for health personnel in hospitals and arrived at the conclusion that there were 3,334 openings for dietitians. The A.D.A. estimates that there are as many openings to be found in areas outside hospital work.

SALARIES. Annual salaries are good compared to professions such as teaching, librarianship, and social work. They range from $3,000 to $10,000. Positions are open not only to "career" dietitians but also to married dietitians who wish to return to their profession for part- or full-time work.

Jobs usually fall into three areas: hospital, food administration, and community nutrition.

Opportunities offered by government service should also be considered. The U. S. Army, the U. S. Air Force, the U. S. Public Health Service, and the Veterans Administration have accredited internships and careers to offer those with proper credentials. The same variety of duties that makes civilian dietetics attractive is also present here.

TRENDS. The dietitian is steadily growing in prestige and is recognized almost universally as a member of the medical team that includes also the doctor and the nurse. This work is now becoming increasingly important since professional knowledge is called into active play when physicians administer such drugs as ACTH and cortisone, and when diabetic, sclerotic, and other types of morbidity require food therapy.

HOME ECONOMICS

Colleges and Universities Offering the Greatest Number of Courses in the Field on the Undergraduate Level

ALABAMA
  Alabama Polytechnic Institute, Auburn.
  University of Alabama, University.
CALIFORNIA
  University of California (all campuses).
COLORADO
  Colorado State University, Fort Collins.
CONNECTICUT
  University of Connecticut, Storrs.
FLORIDA
  Florida State University, Tallahassee.
GEORGIA
  University of Georgia, Athens.
ILLINOIS
  University of Illinois, Urbana.
INDIANA
  Purdue University, Lafayette.
IOWA
  Iowa State College of Agriculture and Mechanic Arts, Ames.
KANSAS
  Kansas State College of Agriculture and Applied Science, Manhattan.

KENTUCKY
University of Kentucky, Lexington.
MAINE
University of Maine, Orono.
MARYLAND
University of Maryland, College Park.
MASSACHUSETTS
Massachusetts State Teachers College, Framingham.
University of Massachusetts, Amherst.
MICHIGAN
Michigan State University of Agriculture and Applied Science, East Lansing.
MINNESOTA
University of Minnesota, Minneapolis.
MISSISSIPPI
Mississippi Southern College, Hattiesburg.
NEBRASKA
University of Nebraska, Lincoln.
NEW YORK
Columbia University (graduate), New York.
Cornell University, Ithaca.
Hunter College of the City of New York, New York.
New York University, New York.
Syracuse University, Syracuse.
NORTH CAROLINA
Woman's College of the University of North Carolina, Greensboro.
NORTH DAKOTA
North Dakota Agricultural College, Fargo.
OHIO
Ohio State University, Columbus.
University of Cincinnati, Cincinnati.
OKLAHOMA
Oklahoma Agricultural and Mechanical College, Stillwater.
OREGON
Oregon State College, Corvallis.
PENNSYLVANIA
Carnegie Institute of Technology, Pittsburgh.
Drexel Institute of Technology, Philadelphia.
Pennsylvania State University, University Park.
State Teachers College, Indiana.
PUERTO RICO
University of Puerto Rico, Rio Piedras.
RHODE ISLAND
University of Rhode Island, Kingston.
SOUTH CAROLINA
Winthrop College, Rock Hill.
TENNESSEE
University of Tennessee, Knoxville.
TEXAS
North Texas State College, Denton.
Prairie View Agricultural and Mechanical College, Prairie View.
Texas State College for Women, Denton.
Texas Technological College, Lubbock.
University of Texas, Austin.
WASHINGTON
State College of Washington, Pullman.
University of Washington, Seattle.
WEST VIRGINIA
West Virginia University, Morgantown.
WISCONSIN
Stout State College, Menomine.
University of Wisconsin, Madison.

JOURNALISM

The field of journalism is so wide in its scope as almost to defy delimitation or definition. An attempt has been made to define journalism by setting forth its aims; namely, that journalism seeks to inform, to educate, and to entertain the reading public. But these aims, it is to be noted, are restrictive rather than definitive in character, and omit, for example, the aims of those areas of journalistic work which seek to mold and influence public opinion. This has become as much the concern of the journalist today as the mere reporting of facts. It is, therefore, more desirable to indicate the various areas of journalistic endeavor rather than to attempt to define journalism itself.

According to the bulletin of the University of Minnesota School of Journalism, there are in all seven areas of journalistic work: news-editorial, the weekly and community newspaper, advertising specialization, radio journalism, magazine writing and editing, agricultural journalism, and communications and public opinion. It is readily apparent from these classifications that journalism has outgrown its former preoccupation with newspaper work. This growth has also greatly enlarged the number of positions now available to the student of journalism. Whereas formerly the graduate of a school of journalism was limited to the commonly known positions on the staff of a newspaper such as editor, reporter, rewrite man, copyreader, critic, correspondent, columnist, and photographer, today his choice of positions in fields related to journalism is almost unlimited.

For those who have the aptitude, training, and experience in journalism, positions beckon in news agencies, news syndicates, magazine offices, trade and technical publications, book publishing houses, the field of free-lance writing, news broadcasting, advertising and publicity, and television. The picture of the journalist as being first and foremost a newspaper reporter is, it is clear, entirely outmoded. The field of journalism has widened greatly over the past fifty years, and there is every indication that it will continue to do so in the future.

QUALIFICATIONS. The very broadness of the qualifications required of the would-be journalist makes exact definition difficult. Bearing this in mind, we may present the personal qualifications demanded of a prospective student of journalism somewhat along the following lines:

1. The candidate should acquire a broad social and cultural background in the social sciences, the natural sciences, and world literature.
2. He should possess the ability to analyze the precise relationship between community affairs and the field of journalism.
3. The candidate should be possessed of an insatiable curiosity, a desire to know what is going on, and an intense interest in people.
4. He should be mentally alert, quick, and proficient in making accurate observations.
5. He should have a penchant for accuracy.
6. His physical and mental stamina should be of the highest order, because of the irregular hours for work, sleep, and meals.
7. He must have ability to write. Some authorities disagree as to its relative importance, but some facility is essential.

The educational qualifications for journalism may be divided into three groups: high school preparation, pre-journalism training, and the journalism training proper. In preparing for journalism, the student should choose his studies from the broad fields of social studies, literature, and the natural sciences. In high school, this requirement is met by pursuing a college preparatory course, and in the preprofessional courses it is met by studying the liberal arts.

COURSES. The pre-journalism course covers the first two years in a college or a school of journalism. It should be as broad as possible. A liberal education, designed to build a good background, is more important to the student of journalism than is training in technical subject matter. Stress should be laid on European and American history, economics, government and politics, sociology, literature, the physical and biological sciences, and psychology.

After completing the foundation courses, the student usually begins his specialization in one of the areas of journalistic work mentioned previously. Since courses differ from one school to another, only a general indication of their nature may be presented here. The following are typical of the courses to be found in journalistic training:

News Editing
Graphic Arts
Advertising Typography
Pictorial Journalism
Radio News Writing
Magazine Writing
Critical Writing
Public Relations
Editorial Writing
Advertising Copy Writing
Radio Advertising
Mass Communications and the News
Weekly Editorial Administration
Newspaper Advertising
Circulation and Newspaper Management
The Reporting of Public Affairs
The Press in a Dynamic Society

DEGREES. The degree most frequently awarded to students who have completed a course of journalism in an accredited college or school of journalism is that of Bachelor of Arts. Some schools award the degree of Bachelor of Arts in Journalism, some the Bachelor of Science in Journalism, and others simply the Bachelor of Journalism.

Beyond the bachelor's degree, provision is made at many colleges and schools of journalism for graduate work, the completion of which entitles the successful candidate to the degree of Master of Arts. Further work leads to the degree of Doctor of Philosophy.

ACCREDITATION. The co-ordinating professional organization is the American Council on Education for Journalism. Its principal function is determining standards for accredited schools and colleges of journalism. The council is sponsored by the Association of Accredited Schools and Departments of Journalism, the American Newspaper Publishers Association, the Inland Daily Press Association, the American Society of Newspaper Editors, the National Editorial Association, and the Southern Newspaper Publishers Association.

Additional information about accredited schools may be obtained through Leslie Moeller at the State University of Iowa, Iowa City, Iowa. Mr. Moeller is the secretary of the Accrediting Committee of the American Council on Education for Journalism.

TUITION. Tuition charges range from no charge at all for students who are residents of the state in which the school is located to $720 for the full four-year course at the Department of Journalism of Baylor University, Waco, Texas. Tuition charges at individual schools of journalism may be obtained by communicating with the schools directly.

SCHOLARSHIPS. In 1951 a total of 146 scholarships were offered by the colleges and universities of the United States in the field of journalism. In addition, various union organizations, brotherhoods, fraternal organizations, and foundations offer scholarships. Application for these should be made directly to the individual organizations involved.

RESTRICTIONS. In former times, women were not readily admitted to positions in the field of journalism. Today, however, the scope of journalistic opportunity has widened so greatly that all talent is gladly accepted without regard to sex. Women are now admitted freely to all areas of journalistic endeavor and, indeed, many magazines published for women readers have staffs made up mainly of women.

JOBS. In 1957, approximately 2,000 daily and 10,000 weekly newspapers were published in the United States. Taken as a whole, the field of journalism offers jobs in reporting and writing; executive posts on newspapers, magazines, radio, and television; jobs with press associations, advertising agencies, book publishing houses, and trade publications; free-lance work; and public relations work. To these may be added the variety of jobs available in home economics journalism, community journalism, pictorial journalism, and a host of others.

For beginners seeking work on newspapers, the best opportunities lie in small towns, since the small-town newspaper offers more varied experience and the turnover in jobs is greater. In the other areas of journalism, such as magazine writing, advertising, communications, and public opinion, it is advisable to go directly to the larger cities, since such opportunities will be found almost exclusively through large-scale media.

In all the areas of journalism noted, however, and despite the wide variety of positions normally available to the beginner in the field, job competition is unusually severe. Not only is it true that a distinct talent in writing or in art is essential for the better jobs, but it is likewise true that this often outweighs academic training in obtaining both jobs and promotions. Thus, the beginner with a sound and correct academic background who seeks a job may well lose it to one whose training is markedly inferior, but whose artistic talent or skill in expression is greatly superior.

SALARIES. The rate for a cub reporter in 1957 was from $50 to $80 per week. For experienced reporters the minimum rates were set at from $70 to $120 per week. Minimum rates for experienced reporters average more than $100 weekly.

There are no set standard wage scales for editors. Some may make as little as $75 per week, whereas the managing editor of a large metropolitan daily newspaper may earn as much as $50,000 per year. Salaries vary throughout the United States, depending upon the size of the newspaper, the type of job, the experience offered by the applicant, and many other factors.

In the other fields of journalism, salaries vary greatly. The same factors of job, experience, location, and skill operate in these areas. Where the unions do not set the prevailing wage, the applicant is left to bargain on his own.

TRENDS. The reporting field, always highly competitive, was considerably overcrowded in mid-1950. At that time there were three times as many journalism graduates as in any of the last few years before World War II. It is expected that this expanded supply will keep the field overcrowded. However, fields related to newspaper work, such as advertising, radio, and special publications, may be able to absorb many people with journalistic training or experience. Opportunities with country newspapers, trade papers, and house organs are expected to be better than with the daily newspapers.

Fields related to newspaper work will continue to employ some new journalism graduates and also absorb a number of experienced reporters each year. There are indications that the advertising, public relations, radio, and book publishing fields will use greater numbers with journalistic training and experience in years to come. Television has also opened new areas to the journalist.

Competition for jobs will probably continue to characterize the field of journalism. Nevertheless, talented people, including those with little formal training, will always have some chance of breaking into this profession.

Public Relations and Communications

Public relations is closely allied to journalism. Colleges and universities today, many for the first time, are offering courses in it. In not more than a dozen or so can you get a degree in this field, but in about one hundred institutions of higher learning you can take courses in publicity, public relations, communications, and the allied fields. Because of the demand by business, government, industry, and the military forces for men and women who are well trained in the practice of public relations, the nation's colleges now stand ready to provide instruction in this field.

The profession is still so new that definite criteria for judging the programs have not as yet evolved. Many definitions of public relations have been advanced. In his informative book, *Public Relations*, published in 1952, Edward L. Bernays notes that the term has three meanings: (1) information given to the public, (2) persuasion directed to the public to modify attitudes and actions, and (3) efforts to integrate attitudes and actions of an institution with publics, and of publics with that institution.

The public relations profession has made its greatest growth in the last decade. World War II, with its emphasis on public information, had much to do with this impetus. During the war, the Office of War Information had a staff of 5,693. Most of the other governmental agencies had large public relations staffs, too. In 1949, the government employed 2,423 full-time and 1,243 part-time public relations men, at a combined annual salary of $13,539,008. Today men and women hold public relations positions in the Department of State, the Department of Defense, the Department of the Navy, the Department of Agriculture—indeed, in every one of the top government agencies.

Although it is impossible to estimate accurately the number of men and women in this field, we can get an inkling of the size of the profession. The *Public Relations Directory and Yearbook*, published in 1945, listed 455 independent public relations persons in 65 cities in 24 states. It also listed 3,870 public relations directors employed by industry, 1,216 by trade and professional groups, and 588 by social service, religious, and other non-profit groups. To date, no directory has superseded this information.

PROFESSIONAL ORGANIZATIONS. A good index, as a rule, to the growth of any profession is its professional organizations. In this respect public relations has more than held its own. Various groups have been formed, which indicates that the people connected with it are professionally minded. The Public Relations Society of America, founded in 1948 when the American Council on Public Relations and the National Association of Public Relations Council merged, is now generally recognized as the leading agency in the field. It has its headquarters in New York, and maintains 25 chapters throughout the country. It publishes the *Public Relations Journal* monthly and the *Public Relations Registry*. The latter is a list of its members. In 1954 the registry showed a membership of 1,861.

Other organizations with more limited interests are also found. For example, the American College Public Relations Association, with more than 800 members, consists entirely of men and women who handle public relations for colleges, universities, or educational organizations. The National School Public Relations Association, affiliated with the National Education Association, has had a powerful influence in improving public relations on the school level. The Financial Public Relations Association consists of 1,200 members drawn from the banks, trust companies, and investment houses. The National Publicity Council for Health and Welfare Services stimulates its 2,000 members to raise their standards in social work agencies.

COURSES. Frequently the public relations program is connected with a school of journalism or a school of business. However, several colleges and universities provide separate schools or divisions where the student enrolls in a public relations program.

Recently the School of Journalism of the University of Washington offered a course of study in public relations to meet the need for trained personnel in business, industry, government, and social agencies. The new curriculum is planned to cut across other schools and departments, since public relations is closely associated with the fields of business administration, economics, sociology, psychology, and political science. The university stresses that public relations students should have a broad educational background. At Washington, the public relations majors are asked to fulfill the course and grade requirements prescribed for entrance to the School of Journalism. During their junior journalism year, students will take 23 hours in journalism from the regular editorial sequence, together with additional courses in techniques of public relations.

A School of Public Relations was created at Boston University in 1947. It is composed of four divisions: public relations; journalism, radio, and speech; motion pictures; and visual aids. Suggesting the reasons that prompted the creation of this new degree-granting school, the University comments:

> "The Division of Public Relations gives new academic recognition to the emerging profession for which it is named, and provides instruction and training leading to Public Relations degrees. While all business organizations and civic, religious, and educational institutions recognize the necessity for having good public relations, almost nothing has been done to develop adequate training for the men and women who must be employed in this work."

New School for Social Research, in New York City, has been a pioneer in the field of public relations and communications. The school offers the Certificate in Public Relations as well as the Bachelor of Arts degree. To qualify for the bachelor's degree the student must take a minimum of thirty points in courses dealing specifically with public relations, publicity, and closely related fields. The other work must be taken in the liberal arts fields, with special emphasis on the social sciences, psychology, history, and literature. In addition, public relations candidates must demonstrate the ability to write clearly and forcefully, to talk readily, and to meet people easily, and they must possess an alert and inquiring mind—the essential qualifications that go to make up the good public relations counselor.

JOB OPPORTUNITIES. Because the field is so new, there is a steady demand for well-qualified men and women. For the most part, those practicing in the public relations profession today won their spurs the hard way. Some came from newspaper offices. Some were early press agents for theatrical concerns. Others were sales or personnel directors and later drifted into publicity and public relations.

Those who show good background and training can succeed in the field. There are enough jobs available at this time to meet the demand. Indeed, frequently the concerns or institutions that seek top-notch public relations counselors find that the supply is limited. Competent, trained practitioners are not always available.

SALARIES. The range of salaries is broad. A novice, or a man just out of college, may get from $75 to $100 a week. Top-flight men get from $15,000 to $25,000 a year. It is not uncommon for the leading practitioners to get double that sum. Moreover, a number of the best public relations men in the field, who have their own organizations, boast of salaries and earnings that go into six figures.

HIGH STANDARDS OF THE PROFESSION. Finally, it is well to remember that although the standards hitherto have not been too high—at least in some quarters—increased recognition of public relations as a profession is bringing about higher standards. The student going into this field will be called upon to be more than a "press agent" or even a "publicity man." His job will be comparable to the task of a lawyer. He will give advice and counsel to clients—not legal advice, but advice that may be just as important: advice in the field of public opinion. Many newspapermen and journalism school graduates are gravitating to this field.

JOURNALISM

American Council on Education for Journalism
Accredited Schools and Departments of
Journalism, July 1956

ALABAMA
University of Alabama, University.

CALIFORNIA
  San Jose State College, San Jose.
  Stanford University, Stanford.
  University of California, Berkeley.
  University of Southern California, Los Angeles.
COLORADO
  University of Colorado, Boulder.
FLORIDA
  Florida State University, Tallahassee.
  University of Florida, Gainesville
GEORGIA
  University of Georgia, Athens.
ILLINOIS
  Northwestern University, Evanston.
  University of Illinois, Urbana.
INDIANA
  Indiana University, Bloomington.
IOWA
  Iowa State College of Agriculture and Mechanic Arts, Ames.
  State University of Iowa, Iowa City.
KANSAS
  Kansas State College of Agriculture and Applied Science, Manhattan.
  University of Kansas, Lawrence.
KENTUCKY
  University of Kentucky, Lexington.
LOUISIANA
  Louisiana State University and Agricultural and Mechanical College, Baton Rouge.
  Tulane University of Louisiana, New Orleans.
MASSACHUSETTS
  Boston University, Boston.
MICHIGAN
  Michigan State University of Agriculture and Applied Science, East Lansing.
  University of Michigan, Ann Arbor.
MINNESOTA
  University of Minnesota, Minneapolis.
MISSOURI
  University of Missouri, Columbia.
MONTANA
  Montana State University, Missoula.
NEBRASKA
  University of Nebraska, Lincoln.
NEW JERSEY
  Rutgers University, New Brunswick.
NEW MEXICO
  University of New Mexico, Albuquerque.
NEW YORK
  Columbia University, New York (graduate).
  Syracuse University, Syracuse.
OHIO
  Ohio State University, Columbus.
  Ohio University, Athens.
OKLAHOMA
  Oklahoma Agricultural and Mechanical College, Stillwater.
  University of Oklahoma, Norman.
OREGON
  University of Oregon, Eugene.
PENNSYLVANIA
  Pennsylvania State University, University Park.
SOUTH CAROLINA
  University of South Carolina, Columbia.
SOUTH DAKOTA
  South Dakota State College of Agriculture and Mechanic Arts, Brookings.
TENNESSEE
  University of Tennessee, Knoxville.
TEXAS
  Agricultural and Mechanical College of Texas, College Station.
  Texas State College for Women, Denton.
  University of Texas, Austin.
VIRGINIA
  Washington and Lee University, Lexington.
WASHINGTON
  University of Washington, Seattle.
WISCONSIN
  Marquette University, Milwaukee.
  University of Wisconsin, Madison.

LAW

The nature of the lawyer's work in the United States has grown from rather simple requirements in the early years of the country to dealings in highly complex legal matters. The evolution of American thought and philosophy, as they are embodied in the legal codes of the central government and the 48 states, has made it extremely difficult for the aspiring lawyer to emulate his Colonial counterpart in preparing for admission to the bar by merely reading for the law while apprenticing himself to an established practitioner.

Whereas the early practitioners of the law were concerned for the most part with the interpretation of the common law of the country and such codifications of the law as had been brought from England, the present-day lawyer finds himself with a host of duties which have come to be accepted as falling within the realm of the law. Practice in a court of law today is only one part of a lawyer's profession. There have arisen a multitude of semi-judicial and administrative agencies affecting the lives and the businesses of all the people, and as a result guidance and advice in the ways of the law and of legal directives have become a matter of common concern.

No small part of the lawyer's work today, for example, is advising his clients on legal rights and obligations; he may represent them before governmental agencies, draw up legal documents, and act as a trustee, guardian, or executor; or he may prepare drafts of proposed legislation and, at the same time, act as arbitrator in industrial disputes involving labor and management. The job of the lawyer is, indeed, a far cry from the commonly accepted picture of him as practicing his legal wiles before a jury entranced by his oratory. The present-day lawyer is far more likely to be found poring over matters related to income tax law than in a court of law involved in a criminal or civil suit.

QUALIFICATIONS. The personal qualifications generally required of a prospective student of the law are as wide and varied as the profession itself. One of the basic characteristics should be a natural aptitude for reading and understanding documents containing a large amount of detailed matter. In addition, he should possess the ability to concentrate, to think things through, and to analyze difficult materials. To these qualities must be added the ability to write clearly and express himself well orally, and, since the lawyer deals with people and their foibles, the quality of liking people, being able to understand them, and tolerating their inconsistencies.

The educational qualifications of the student seeking admission to a school of law vary from one state to another. To be admitted to a law school accredited by the American Bar Association requires at least two years of pre-law course. Of the A.B.A.-approved law schools, 53 require a minimum of two years of pre-law course, 43 require at least three years, and 17 require four years of college work leading to a baccalaureate degree. It should be noted, however, that in September, 1952, at the convention of the A.B.A., it was recommended that students be required to present three or more years of college pre-law course before beginning the study of law. It was further recommended that this requirement be standardized throughout the United States. Interested students should check the educational qualifications required for admission by the individual law schools.

Before being admitted to the practice of law, there are state bar examinations to be passed. In only seven states, located for the most part in the South, are graduates of a law school permitted to practice law without a bar examination, but these states qualify this by exempting from the examination only those who are graduates of a state university. The last qualification, found in several states, is six to twelve months of clerkship in a law office.

COURSES. The usual course of law entails three years of study in a full-time day school, or four years at night. Although the courses given at the various law schools throughout the country differ according to state requirements, a course in law covers substantially the following subject matter:

Agency
Bailments and Carriers
Common Law
Conflict of Laws
Constitutional Law
Contracts
Criminal Law
Domestic Relations
Equity
Bills and Notes
Evidence
Insurance
Legal Ethics
Partnership
Pleading
Property
Sales
Suretyships
Torts
Federal Income Tax

After completion of these courses, the student may begin his specialization. Specialized courses are generally offered in tax law, patent law, business law, labor law, admiralty law, and international law.

DEGREES. The usual degree granted upon the satisfactory completion of the law course is that of Bachelor of Laws (LL.B.). In some institutions, however, a different degree is awarded under certain conditions. In these schools, when a student presents a baccalaureate degree for entrance into the law school, or when the student completes a combined arts and law course, and subsequently satisfies the requirements for the Bachelor of Laws (LL.B.) degree in addition to writing an accepted thesis, he is awarded the J.D. degree, known variously as Doctor of Law, Juris Doctor, or Doctor of Jurisprudence.

Graduate degrees are awarded in 19 institutions. The usual degree awarded for one year's work beyond that required for the Bachelor of Laws is the Master of Laws (LL.M.). Columbia University, however, offers the Doctor of Laws (J.D.). The Doctor of the Science of Law (J.S.D.) is awarded in Yale University, the University of California, the University of Chicago, and New York University. The Doctor of Juridical Science (S.J.D.) is offered at the University of Michigan, and the Doctor of Civil Laws (D.C.L.) is offered at both Yale University and DePaul University.

ACCREDITATION. The American Bar Association is the nationally recognized accrediting organization. Its views on the accreditation of schools of law are set forth in a publication entitled, *Law Schools and Bar Administration Requirements in the United States*. It contains an exhaustive list of all law schools in the United States receiving full accreditation from the American Bar Association's committee. For information about particular schools, the interested student should address inquiries to the American Bar Association, 1140 N. Dearborn Street, Chicago, Illinois.

In addition to the American Bar Association, an agency known as the Association of American Law Schools also exercises the function of accreditation. Membership requirements for admission to the A.A.L.S. are slightly higher than those for the A.B.A.

Out of the approximately 170 schools of law in the United States (1956), 126 have received accreditation by the American Bar Association.

LICENSES. Licensure in the legal profession depends upon admission to the state bar. Requirements vary from state to state, but at the present time it is being recommended by the American Bar Association that the bar examination, which differs from one state to the next, be standardized for the nation as a whole. Under present conditions, a licensed lawyer in one state may be admitted to practice in a second state upon motion, or upon evidence of a certain period spent in the practice of law within that state.

The authoritative *Rules for Admission to the Bar in the United States and Territories*, annually published by the West Publishing Company, should be consulted.

The student who is interested in a legal career should get information about admission to the bar in his state from the National Conference of Bar Examiners, Equitable Building, Denver 2, Colorado. Some indication of the diversity of requirements for admission to the bar may be gained from a comparison between those of California and New York State. In the former, an applicant may qualify to take the bar examination without even obtaining a formal education. In New York State, however, the following requirements must be met in full:

> Applicant must be a citizen, resident of the state for 6 months, and 21 years of age. His education must consist of 2 years college work, or in lieu thereof, he must pass an examination of college grade on certain subjects. In addition, he must be 18 before beginning the study of law and must obtain a degree from an approved resident law school, or proof of 4 years of study of law, which may be either in an approved resident law school or in the offices of attorneys who have been admitted to practice before the Supreme Court of the State.

JOBS. The average law school graduate may expect considerable competition in looking for a legal position or in attempting to start a practice. Although his training has equipped him to hold a wide variety of jobs in the business world, the tendency toward overcrowding in the profession has not abated in recent years. Between 1930 and 1950, there were about 280,000 applicants for admission to the bar in the United States, with half of these being successful. The total number of lawyers and judges in the United States engaged in independent or salaried practice in the year 1949 was approximately 200,000. There is, therefore, one lawyer for about every 750 persons in the United States. It may be concluded from this that job competition is unusually severe.

Job opportunities for specialists in the field of law, on the other hand, are often better than for lawyers in general practice. Specialists with relatively good prospects in the long run are those who practice tax law (a thorough knowledge of accountancy is necessary), patent law (scientific or engineering training is often required), administrative law, admiralty law, and international law.

It has been found that in the profession of law income mounts with increasing age and experience up to a certain point and then tends to drop off. For those between the ages of 25 and 29, the median net income for independent lawyers was $3,100; for salaried lawyers, $3,500. For those between the ages of 50 and 54 in independent practice, the median net income was $7,000, and for the salaried practitioner between the ages of 60 and 64, the median net income was $8,000.

The latest figures available for 1952 reveal that the average net income for all lawyers in the United States was between $8,000 and $9,000.

TRENDS. In recent years, there have been two significant trends in legal education and the requirements for admission to the bar examination. In legal education, the trend has been toward the elimination of the sub-standard law school and the adoption by the states of a requirement prescribing law study in an accredited law school. This may mean a school approved by the American Bar Association, by the state bar examining board, or by the court of last resort. As of January, 1952, two-thirds of the states would not recognize law study in a school which does not meet the minimum standards prescribed by the A.B.A. as qualifying for the bar examination.

In regard to requirements for admission to the bar by the several states, the recommendation by the A.B.A. for the standardization of bar examinations throughout the United States appears to be gathering momentum.

(A more detailed understanding of trends in the legal profession can be found in a significant survey made through the cooperation of the American Bar Association and the Association of American Law Schools. Published in 1953 under the title of *Legal Education in the United States*, the author is Albert J. Harno, who is both a lawyer and teacher. The book traces the history of education for the bar from its English origin and gives a clear appraisal of legal education in mid-twentieth century in this country. Students considering a career in law will find this book both interesting and valuable.)

Over the long run, the legal profession will probably tend to expand slowly, as a result of population growth and of numerous economic and social trends which appear to increase the need for legal services. At the present time, legal-aid societies offer free services to those who cannot afford to pay, and attempts are being made to formulate a program of low-cost legal services on a wide scale. Some of the plans under discussion are group practice for a number of specialists, private insurance plans similar to hospitalization insurance, legal-service bureaus for middle income groups, legal co-operatives, and some type of government-subsidized legal service administered by the bar. If such plans become widespread, the new legal business will absorb many young lawyers, and the overcrowded condition which prevails today may be somewhat alleviated.

LAW

American Bar Association
Section of Legal Education and Admissions to the Bar

Approved Law Schools, 1956

- ALABAMA
  - University of Alabama, University.
- ARIZONA
  - University of Arizona, Tucson.
- ARKANSAS
  - University of Arkansas, Fayetteville.
- CALIFORNIA
  - Loyola University, Los Angeles.
  - Stanford University, Stanford.
  - University of California, Berkeley; Los Angeles; San Francisco (Hastings College of Law).
  - University of San Francisco, San Francisco.
  - University of Santa Clara, Santa Clara.
  - University of Southern California, Los Angeles.
- COLORADO
  - University of Colorado, Boulder.
  - University of Denver, Denver.
- CONNECTICUT
  - University of Connecticut, Hartford.
  - Yale University, New Haven.
- DISTRICT OF COLUMBIA
  - American University, Washington.
  - Catholic University of America, Washington.
  - George Washington University, Washington.
  - Georgetown University, Washington.
  - Howard University, Washington.
- FLORIDA
  - John B. Stetson University, St. Petersburg.
  - Florida Agricultural and Mechanical University, Tallahassee.
  - University of Florida, Gainesville.
  - University of Miami, Coral Gables.
- GEORGIA
  - Emory University (Lamar School of Law), Atlanta.
  - Mercer University (Walter F. George School of Law), Macon.
  - University of Georgia, Athens.
- IDAHO
  - University of Idaho, Moscow.
- ILLINOIS
  - Chicago—Kent College of Law, Chicago.
  - DePaul University, Chicago.
  - John Marshall Law School, Chicago.
  - Loyola University, Chicago.
  - Northwestern University, Chicago.
  - University of Chicago, Chicago.
  - University of Illinois, Urbana.
- INDIANA
  - Indiana University, Bloomington and Indianapolis.
  - University of Notre Dame, Notre Dame.
  - Valparaiso University, Valparaiso.
- IOWA
  - Drake University, Des Moines.
  - State University of Iowa, Iowa City.
- KANSAS
  - University of Kansas, Lawrence.
  - Washburn University of Topeka, Topeka.
- KENTUCKY
  - University of Kentucky, Lexington.
  - University of Louisville, Louisville.
- LOUISIANA
  - Louisiana State University and Agricultural and Mechanical College, Baton Rouge.
  - Loyola University, New Orleans.
  - Southern University and Agricultural and Mechanical College, Baton Rouge.
  - Tulane University of Louisiana, New Orleans.
- MARYLAND
  - University of Maryland, Baltimore.
- MASSACHUSETTS
  - Boston College, Boston.
  - Boston University, Boston.
  - Harvard University, Cambridge.
  - Northeastern University, Boston.
  - Suffolk University, Boston.
- MICHIGAN
  - Detroit College of Law, Detroit.
  - University of Detroit, Detroit.
  - University of Michigan, Ann Arbor.
  - Wayne State University, Detroit.
- MINNESOTA
  - Minneapolis—Minnesota College of Law, Minneapolis.
  - St. Paul College of Law, St. Paul.
  - University of Minnesota, Minneapolis.
- MISSISSIPPI
  - University of Mississippi, University.
- MISSOURI
  - St. Louis University, St. Louis.
  - University of Kansas City, Kansas City.
  - University of Missouri, Columbia.
  - Washington University, St. Louis.
- MONTANA
  - Montana State University, Missoula.
- NEBRASKA
  - Creighton University, Omaha.
  - University of Nebraska, Lincoln.
- NEW JERSEY
  - Rutgers University, Newark.
  - Rutgers University, South Jersey Division, Camden.
  - Seton Hall University, Newark.
- NEW MEXICO
  - University of New Mexico, Albuquerque.
- NEW YORK
  - Brooklyn Law School, Brooklyn.
  - Columbia University, New York.
  - Cornell University, Ithaca.
  - Fordham University, New York.
  - New York Law School, New York.
  - New York University, New York.

- St. John's University, Brooklyn.
- Syracuse University, Syracuse.
- Union College and University (Albany Law School), Albany.
- University of Buffalo, Buffalo.

- NORTH CAROLINA
  - Duke University, Durham.
  - North Carolina College at Durham, Durham.
  - University of North Carolina, Chapel Hill.
  - Wake Forest College, Winston-Salem.
- NORTH DAKOTA
  - University of North Dakota, Grand Forks.
- OHIO
  - Franklin University, Columbus.
  - Ohio Northern University (Warren G. Harding College of Law), Ada.
  - Ohio State University, Columbus.
  - Salmon P. Chase College, Cincinnati.
  - University of Cincinnati, Cincinnati.
  - University of Toledo, Toledo.
  - Western Reserve University, Cleveland.
- OKLAHOMA
  - University of Oklahoma, Norman.
  - University of Tulsa, Tulsa.
- OREGON
  - University of Oregon, Eugene.
  - Willamette University, Salem.
- PENNSYLVANIA
  - Dickinson School of Law, Carlisle.
  - Temple University, Philadelphia.
  - University of Pennsylvania, Philadelphia.
  - University of Pittsburgh, Pittsburgh.
  - Villanova University, Villanova.
- PUERTO RICO
  - University of Puerto Rico, Rio Piedras.
- SOUTH CAROLINA
  - South Carolina State College, Orangeburg.
  - University of South Carolina, Columbia.
- SOUTH DAKOTA
  - University of South Dakota, Vermillion.
- TENNESSEE
  - Cumberland University, Lebanon.
  - University of Tennessee, Knoxville.
  - Vanderbilt University, Nashville.
- TEXAS
  - Baylor University, Waco.
  - St. Mary's University of San Antonio, San Antonio.
  - Southern Methodist University, Dallas.
  - Texas Southern University, Houston.
  - University of Houston, Houston.
  - University of Texas, Austin.
- UTAH
  - University of Utah, Salt Lake City.
- VIRGINIA
  - College of William and Mary, Williamsburg.
  - The Judge Advocate General's School, University of Virginia, Charlottesville.
  - University of Richmond (T. C. Williams School of Law), Richmond.
  - University of Virginia, Charlottesville.
  - Washington and Lee University, Lexington.

- WASHINGTON
  - Gonzaga University, Spokane.
  - University of Washington, Seattle.

- WEST VIRGINIA
  - West Virginia University, Morgantown.

- WISCONSIN
  - Marquette University, Milwaukee.
  - University of Wisconsin, Madison.

- WYOMING
  - University of Wyoming, Laramie.

LIBRARIANSHIP

A great many books have been bound since 1648, when John Harvard's College presented an opportunity for its students to peruse its 400 volumes. In contrast, the Library of Congress has more than 8,000,000 printed books and pamphlets, 2,000,000 volumes and pieces of music, 1,750,000 maps and views, 1,000,000 photographic negatives, prints, and slides, 600,000 fine prints, 8,000,000 manuscripts, 50,000 microfilm reels and strips, 15,000 motion picture reels and strips, and 125,000 phonograph records. The Chicago Public Library has about 2,000,000 volumes. Besides the reading material usually associated with a library, the Chicago institution serves the blind with about 30,000 books and periodicals in Braille and Moon type, as well as Talking Book Records.

American libraries provide the public with the best in books for their edification and recreation, but providing reading material is only part of the problem. There must be organization to assist the individual reader, whatever his interests, education, purposes, and reading ability may be. To become part of this organization requires skill in librarianship and necessitates a course of study in basic principles and methods applicable to libraries of all types.

ADMISSION. The procurement of professional situations in librarianship generally requires a college education and the completion of a professional curriculum offered by a school of librarianship. The basic professional program offered by library schools, with few exceptions, requires a minimum of five years of study beyond high school graduation. At some library schools, the students may be enrolled during the latter part (usually the senior year) of undergraduate study and they complete introductory courses in library science at that level. The fifth year is reserved for graduate study in library science and a related subject field for which the individual student is eligible. Most of these combined programs require somewhat more than the minimum of five years for their completion.

In 1956-57, the master's degree was granted by 36 accredited library schools after approximately five years of study beyond the secondary school. With a few variations, each program includes: (1) basic instruction in library science, which in some cases is offered for undergraduate credit and in others is scheduled following the bachelor's degree but prerequisite to the professional curriculum, and (2) the professional curriculum beginning the fifth college year, which combines graduate study in both library science and related subject fields. The degrees usually granted are M.A., M.S., M.L.S., or M.S. in L.S.

The University of California and University of Toronto offer programs for the M.L.S. degree which are scheduled for completion after approximately six years of study beyond the secondary school. For admission, applicants must have full graduate standing and have completed the basic curriculum in a library school which requires a bachelor's degree for admission. At New York State Teachers College, Geneseo, a fifth year program for school librarians leading to the degree M.Ed. with a specialization in librarianship requires for admission a bachelor's degree with a minimum of 16 semester-hours in library education. At present, this program is offered only in summer sessions. Kansas State Teachers College, Emporia, offers the M.S. degree (not in library science) for a program combining library science with another field.

The reaccrediting program in progress has changed admission qualifications; so check the latest requirements with the school of your choice.

Programs for a doctoral degree are offered by the library schools of the University of California, University of Chicago, Columbia University, University of Illinois and University of Michigan.

QUALIFICATIONS. In addition to a good academic record, a love for books is, of course, a desirable characteristic for a librarian. Yet, what is equally important is a love for people. Librarians have but meager opportunities to read books while actively engaged in their chosen profession. Instead, they examine and process them, for their major concern is the servicing of those outside the field who seek information and recreation. Therefore, a prerequisite for adequate librarianship is a personality conducive to successful interpersonal relations. It requires not only intellectual attainment but good sense, initiative, and thoroughness, combined with a genuine interest in public service.

COURSES. Instruction in basic principles and methods applicable to libraries of all types, or in some instances with emphasis on libraries serving schools and colleges, is offered by all library schools as preparation for responsible professional positions and as the foundation for professional development.

Required courses generally include instruction in book selection, cataloguing and classification, reference work and bibliography, organization and administration of libraries, and a general introduction to the field of library science. Through elective courses in library science and in related subject areas, the programs of students are individualized according to their special interests and abilities.

ACCREDITATION. Accreditation of schools in the field of library science is just as important as it is in other areas of professional endeavor. At the present time, the Board of Education for Librarianship is authorized by the American Library Association Council, 50 East Huron St., Chicago, Ill., "as the official accrediting agency." The Board of Education is at present in the process of re-evaluating and reclassifying library schools which meet the standards adopted by the Council. The principle result of the revised standards will be to eliminate completely from the approved list all schools offering the former fourth or fifth year bachelor's degrees. The standard basic degree is now the fifth year master's degree in library science.

TUITION FEES. Current fees at accredited library schools range from $700 to $2,200. This includes tuition fees, living costs, and miscellaneous expenses. No doubt, the future will see a sizable increase in these costs. The private institutions cost more than those operated at public expense.

SCHOLARSHIPS. There are few scholarships in the field of librarianship, and these exist mostly on the graduate level. Of course, all students on the undergraduate level are eligible to compete with students in other fields for available university scholarships. According to the A.L.A., scholarships are few in relation to the demand and need. A number of state library associations offer scholarships and loan funds. A small number of public libraries have funds to be used to further the professional education of staff members.

RESTRICTIONS. For the most part, professional schools do not encourage matriculation by people over 35.

JOB OPPORTUNITIES. As in other professions (for example, social work) where basic rates of pay on a particular job level are similar regardless of sex, male librarians generally have the advantage over women in appointments to higher administrative positions. This trend, of course, does not preclude women from occupying administrative posts. Many are operating on the administrative second level and several function as chief administrators.

The "Minimum Library Salary Standards for 1951," adopted by the A.L.A. Council, recommends a minimum annual salary of $3,057 for a beginning position in the professional service. Incomes for chief librarians of the larger institutions range from $6,000 to $10,000 and more.

Librarianship is an expanding profession. The demand continues to exceed the supply. The A.L.A. predicts that by 1960 the anticipated population changes will necessitate an expansion of library service. It further believes that not only will there exist a greater need for expansion of college and school libraries but public libraries as well may be expected to increase in types of services as well as numbers. And, of course, the problem of supplying library service to approximately thirty million people who are still unserved by public libraries is ever-present. Also to be considered is the expected expansion of industry and commerce, which should bring an increase in special libraries organized to serve these fields.

In the main, libraries usually endeavor to recruit personnel for higher positions from within their ranks and go outside the organization only when workers with special qualifications are needed.

The A.L.A. has organized and operates a free placement service. It also offers an annuity plan as a peripheral benefit to those workers who are not normally covered by the Social Security Act or organic pension plans.

In a county and regional library service, librarians must not only possess the competence usually associated with professional librarianship but must be totally familiar with the social organization and objectives of the rural localities they service. This brings them into the field of public relations and requires sensitivity to the mores and folkways of the particular community they operate in.

TRENDS. There appears to be a distinct trend toward higher standards for both the securing of positions and renumeration. As for the place of the library in the communal plan, it seems that this institution is trying to be ever more successful in meeting the needs of the community.

LIBRARIANSHIP

American Library Association
Committee on Accreditation
Accredited Library Schools, September 1956

CALIFORNIA
- University of California, Berkeley.*
- University of Southern California, Los Angeles.*

COLORADO
- University of Denver, Denver.

DISTRICT OF COLUMBIA
- Catholic University of America, Washington.

FLORIDA
- Florida State University, Tallahassee.*

GEORGIA
- Atlanta University, Atlanta.*
- Emory University, Emory University.*

ILLINOIS
- University of Chicago, Chicago.
- University of Illinois, Urbana.*

INDIANA
- Indiana University, Bloomington.*

KENTUCKY
- University of Kentucky, Lexington.*

LOUISIANA
- Louisiana State University and Agricultural and Mechanical College, Baton Rouge.*

MASSACHUSETTS
- Simmons College, Boston.*

MICHIGAN
- University of Michigan, Ann Arbor.*
- Western Michigan College, Kalamazoo.

MINNESOTA
- College of St. Catherine, St. Paul.
- University of Minnesota, Minneapolis.*

NEW JERSEY
- Rutgers University, New Brunswick.*

NEW YORK
- Columbia University, New York.
- Pratt Institute, Brooklyn.
- State University of New York, College for Teachers, Albany.
- State University of New York, Teachers College, Geneseo.
- Syracuse University, Syracuse.

NORTH CAROLINA
University of North Carolina, Chapel Hill.
OHIO
Western Reserve University, Cleveland.*
OKLAHOMA
University of Oklahoma, Norman.*
PENNSYLVANIA
Carnegie Institute of Technology, Pittsburgh.*
Drexel Institute of Technology, Philadelphia.*
TENNESSEE
George Peabody College for Teachers, Nashville.*
TEXAS
Texas State College for Women, Denton.
University of Texas, Austin.*
WASHINGTON
University of Washington, Seattle.
WISCONSIN
University of Wisconsin, Madison.*

CANADA

ONTARIO
University of Toronto, Toronto.**
QUEBEC
McGill University, Montreal.

MEDICINE

Of all the professions, perhaps none has attracted the popular interest as much as medicine. Although approximately 7,700 students are admitted annually to the medical schools of the country, more emphasis is placed on this field than on those admitting many times that number. The country needs more doctors, many persons in authority believe. But the number of medical schools is increasing at a slow rate. It is the great ambition of many college students to enter a medical school. Large numbers, unfortunately, are doomed to disappointment.

The guiding power behind the medical profession of this country is the powerful American Medical Association, which serves as the accrediting body for the medical schools. This association maintains high standards, and has closed down all Grade B medical institutions in this country. Accreditation is based on the "Essentials of an Acceptable Medical School," prepared by the Council on Medical Education and Hospitals. It is not likely that any new medical school could long exist unless it received the approval of the A.M.A. The Council on Medical Education and Hospitals of the American Medical Association is located at 535 North Dearborn Street, Chicago 10, Illinois.

ADMISSIONS. Despite the fact that the number of students admitted to the medical schools has increased, the schools have not been able to keep up with the applicants. For instance, of the 22,000 hopeful students who applied in 1955-56 less than 7,700 were accepted. A good proportion of these 22,000 applicants had only three years of college training. Moreover, many of them applied again the following year, after they had successfully finished the normal four-year college course, when they had a better chance of acceptance. Although 80 per cent of the medical schools state that they require only three years of college preparatory work, because of the overwhelming numbers of able applicants it is no wonder they prefer the four-year students.

In proportion to the continual growth in population and ever-increasing health consciousness of the nation, there are not enough students enrolled in medical schools to meet our current and future needs. There just are not enough facilities to train all the capable young people in this highly specialized skill. Currently of the 82 medical schools in the United States, 76 are four-year schools and 6 offer less than four years of training. Thirty-nine are publicly owned and supported, and 43 are private institutions.

QUALIFICATIONS. There exist many misconceptions regarding the qualifications needed to enter medical school.

YOUR COLLEGE RECORD. It is being realistic to face the competition, but do not think you are beaten if you are not at the top of your class. Contrary to popular opinion, it is not true that students with less than a straight "A" average have little chance of entering medical school.

Of course, your scholastic ability will weigh heavily in determining your eligibility. The tendency is to skim the top scholars off the list of applicants. Whether or not the "B" or "C" students have any chance depends upon a series of important factors. First to be considered is the number of candidates seeking admission as compared with the number of available openings. The immediate postwar period was a particularly crucial time for the applicant, since he had to compete with top students of several college classes whose education had been postponed during the war and who now were returning to school as veterans. The applicant list continues to grow annually, but the grades of successful candidates are not rigidly set at the "A" mark. Indeed, the grade requirement appears to be quite flexible, with increasing emphasis on personal qualities.

Many medical schools report they are admitting students who have a college average of "C+" or lower. In 1955, 16.8 per cent of the medical freshmen had "A" averages, 69 per cent had "B" records, and 14.2 per cent averaged "C" or lower in their college work. It depends on the section of the country where you live whether you need an "A" grade.

There are indications that the number of applicants will increase in the years ahead. Several new medical schools are being blueprinted and these will doubtless absorb a large number of students. Indeed, the *Journal of the American Medical Association* predicts that "the schools will have to admit more students whose scholastic records are borderline from the point of view of offering promise of the capacity to do satisfactory work in medical school."

RESIDENCE RESTRICTIONS. Another qualification that will limit your admission to medical school is your residence. The publicly supported medical schools restrict their applicants mainly by residence requirements. The state medical colleges give preference to residents and admit only a limited number of out-of-state students. Under this setup, the scholarly and other qualifications of the in-state student can usually be somewhat lower than those of his out-of-state colleague—as is the tuition rate charged to him. Such a restriction can work for or against you.

Schools which work chiefly with geographical requirements naturally have a smaller group from which to select their classes than do the private institutions. A few of these schools are accepting almost everyone who applies, so that a proportion of poorly qualified candidates with poor academic records and test scores are gaining admission. This points to the probability that some of these schools will have to relax their residence restrictions if they are to maintain the same standards among their student bodies that medical colleges in the East maintain.

Your state and municipal schools favor in-state residents, but, on the other hand, the private medical institutions try to get as well-rounded a national student body as they can. Even if you can afford the more expensive private school and have a good college record, remember that you are competing on the national level. Almost half of the applicants come from six states: New York, Pennsylvania, Illinois, Ohio, New Jersey, and Texas. The percentage of applicants who were accepted range from 35 per cent in the District of Columbia to 81 per cent in Tennessee and Vermont. Again, geographical location is a major admission factor.

---

* *Basic program leading to master's degree accredited under Standards for Accreditation adopted by the ALA Council, July 13, 1951.*

** *Basic program at the fifth-year level leading to the professional bachelor's degree accredited under Standards for Accreditation adopted by the ALA Council, July 13, 1951.*

ACADEMIC REQUIREMENTS. Many medical schools will accept 3 years while 8 now require four years of college work or degree. Harvard states that they will accept candidates with only two years of college, but the fact is that most students entering Harvard have their degrees. The degree holding applicant is regarded favorably because the additional year better qualifies them for the study of medicine.

SPECIFIC COURSE REQUIREMENTS. All medical schools stress specific courses in the exact sciences—in chemistry, biology, and physics. More work is specified in chemistry than in any other subject. A few schools require mathematics; all require English and about half specify knowledge of a foreign language. Although the tendency today is to urge the student to have a liberal background in the humanities and social sciences, these requirements are not stringent. Only 17 of the medical schools require any work in social science. Specific course requirements vary from the 27 semester-hours required by Cornell to the 87 hours listed by Alabama.

RECOMMENDED COURSES. Those schools which recommend courses beyond the specific requirements usually emphasize chemistry. Biology, embryology and genetics are also popular among the medical schools. At least one school recommends bacteriology, histology, or vertebrate anatomy; others prefer that such courses be taken after entrance into medical school.

MEDICAL COLLEGE ADMISSION TEST. All but 1 of the 83 medical schools now require or recommend applicants to take the Medical College Admissions Test. Since over 90 per cent of admitted students have taken the test, all applicants are urged to do so. The test is sponsored by the Association of American Medical Colleges and is prepared, administered, scored, and reported by the Educational Testing Service. It is offered semi-annually, in May and September, at centers throughout the United States and in certain foreign countries. Four factors are tested: verbal ability, quantitative ability, science, and understanding modern society. You can obtain information about the test from the Educational Testing Service, Box 592, Princeton, New Jersey.

THE PERSONAL INTERVIEW. Most medical schools would not think of selecting their students on the sole basis of marks, just as patients would be unwilling to choose their doctors on such a basis. Admissions staffs fully recognize that outstanding qualities of character, personality, aptitude and motivation can make up for a relatively low academic standing. Dr. Aura E. Severinghaus, of the Columbia University College of Physicians and Surgeons, has said that the three most important qualities a medical student should possess are integrity, emotional stability, and sound motivation. These are the intangible characteristics which are assessed during the personal interview.

Do not underestimate the significance of the interview. It is true that no one can get to know you well in an hour, but the personal interview is one way by which the admissions board can appraise your emotional maturity, your soundness of judgment, and your earnestness about wanting to study medicine.

WOMEN MEDICAL STUDENTS. Women constituted 5.5 per cent of the 1955-56 medical school students. The proportion of women applicants is about the same. Two schools, however, have no women students: Dartmouth Medical School and Jefferson. The Woman's Medical College of Pennsylvania accepts only women.

TUITION. Medical education is expensive. The tuition fees charged by public medical colleges run slightly under $500 a year; for private colleges, the average is over $700. Thirty-six of the 39 public medical schools make an additional charge for non-residents, ranging from $12 to $600. One school charges non-residents an additional $1,070; another, an additional $2,130. The average for resident students is $684 and for non resident $857.

Tuition fees have been rising along with the trend of ascending prices. Despite the seemingly exorbitant tuition charged, such fees provided only 21.9 per cent of the cost of operating the medical schools during 1952.

COSTS OF ATTENDING MEDICAL SCHOOL. Tuition fees will not be your only expense. Because the medical school schedule is a full-time one, few students can work during the school year. In addition, many must plan their budget in terms of living away from home. The minimum financial outlay (including tuition fees and living costs) for a medical student ranges from $600 to $2,500 with a median of $1,500. The average cost for one year ranges from $1,000 to $3,000, with a median of $2,000. It has been estimated that almost one-half of all medical students must rely on summer employment to continue their medical education, and to help relieve the financial burden on their families.

HOW TO APPLY. Since the process of admittance is more involved than in most professional schools, it is advisable to apply about a year before you plan to start classes. However, do not apply too far ahead, since the medical schools are not prepared to accept applications more than one year in advance.

Most of the schools require a non-refundable fee at the time the application is made to help defray the cost of processing it. The usual fee is $5.

Upon notification of acceptance, the student is required to pay a deposit, which applies on the first year's tuition. Usually, the student forfeits the full amount if he withdraws his acceptance after he has paid his deposit. Deposits range from $25 to $400, with 40 of the medical schools requiring a $50 deposit.

MULTIPLE APPLICATIONS. Many students feel that their chances of acceptance are enhanced if they apply to more than one medical school. Especially is this so in heavily populated states. Of a typical 20,000 applicants, 39 per cent applied to a single school and 33 per cent, or 2,622, received an acceptance. Another 16 per cent made application to two medical schools and 38 per cent of them were accepted by one or both schools. Twelve per cent of the total group applied to three schools and 45 per cent of them were accepted by one or more schools.

It almost appears as though chances of acceptance increased with the number of applications made. But this is not entirely true, since of eight individuals who made a total of more than 35 applications each, six were rejected by all of the schools. One man with the largest number of applications, 41, was not accepted by any school.

REPEAT APPLICATIONS. Each year a good proportion of the current applicants are repeaters; that is, they have applied in previous years and were rejected for one reason or another. Many students make their first application at the completion of their junior year in college. Some are admitted; a large number are rejected, and so finish their college degrees and apply the following year.

WHAT TO EXPECT IN MEDICAL SCHOOL AND AFTER. Four years of full-time course work are required for the M.D. degree. This is a rigorous schedule, demanding concentrated study, as well as a devoted interest in all aspects of medical practice and research. The first two years are customarily taken up with lectures and laboratory work, with a minimum of clinical contacts. During the third and fourth years, students begin to work with patients in clinics and hospitals. Today, the trend in medical curricula is toward a more integrated type of study. Medical educators feel that students should participate in clinical programs and experience contacts with patients at the very outset of their medical education.

The Association of American Colleges has recently published a book entitled *Medical Education Today*. It should be of special interest to the premedical student—the future doctor.

INTERNSHIPS. Although only five schools actually require their students to complete an internship before granting the M.D. degree, more than 99 per cent of all graduates voluntarily serve an internship and a majority have additional hospital training before entering practice. One school (Duke University) gives the degree at the completion of the four-year medical course but requires candidates to sign an agreement to the effect that they will spend an intern period of two years in a hospital or laboratory before starting practice.

TRENDS. There is a trend toward an earlier emphasis on clinical training, a reduction of formal instruction, and closer integration between departments. There is an earnest effort to impress upon the medical student a philosophy of medicine which views the doctor as a flexible, many-sided adviser, capable of treating the whole man. Today, medical science is becoming increasingly aware of the fact that all the life processes—biological, intellectual, and emotional—interplay with one another and with the physical and social environment.

CHANGES IN MEDICAL SCHOOL ORGANIZATION. Three schools recently organized departments of public health and preventive medicine as independent divisions for the first time, or reorganized established departments. Louisville changed the name of its department to Department of Community Health. Virginia separated its Preventive Medicine and Bacteriology Department to set up a Department of Social and Environmental Medicine and a Department of Microbiology.

NEW MEDICAL SCHOOLS. There exists today a widespread interest in the development of new medical schools. The American public has made its opinions felt in many state legislatures, urging the construction of government medical schools, and legislative committees are actively investigating the practical possibilities. A few have taken definite steps to break ground for new schools, and others have passed resolutions for construction in the immediate future. Here is a review of the most recent developments in this field:

The new University of California medical school at Los Angeles admitted its first freshman class in the fall of 1951, two years earlier than originally planned. The first four-year class was graduated in June, 1956.

The Universities of Mississippi and Missouri medical schools are presently expanding their two-year programs to become full four-year, degree-granting institutions and graduated the first four-year classes in June, 1957.

The University of North Dakota school of basic medical sciences is working out the details of a four-year program and has been authorized to have third and fourth year classes.

The University of Kentucky plans to admit its first class in September, 1959.

The West Virginia University plans to enroll its first third-year class in September, 1959, and graduate its first four-year class in 1961.

Yeshiva University in New York City opened the Albert Einstein College of Medicine. Cooperating with New York City, the medical school is non-sectarian and embodies the latest findings in medical science. The college is the first unit of a $25,000,000 medical center, which will ultimately contain schools of dentistry, nursing, health, and graduate studies. It is located in the northeastern part of the Bronx, and is part of a huge hospital center constructed by the City.

The Albert Einstein College of Medicine opened in the fall of 1955 with a freshman class of 56 and will have 400 students at the end of four years. The sponsors of the new medical college are hopeful that it will to some extent help alleviate the shortage of doctors.

The Seton Hall College of Medicine and Dentistry opened in Jersey City, New Jersey, in the fall of 1956.

The University of Florida at Gainesville plans to graduate its first four-year class in 1960.

State legislatures are seriously investigating proposals to establish new medical schools in Rhode Island, Massachusetts, Connecticut, and North Carolina.

FOREIGN MEDICAL SCHOOLS. In 1950, the Council on Medical Education and Hospitals, together with the Association of American Medical Colleges, published a list of foreign medical schools, recommending that their graduates be considered on an equal basis with graduates of approved medical schools in the United States. The purpose of the list is to serve as a guide for the students who want to study abroad and for American medical organizations. The list is revised annually and can be obtained from the Council.

SCHOLARSHIPS. Because it costs so much to go to a medical school, some states have established scholarships to aid the students. New York, for example, provides 100 full-tuition scholarships each year, good for students who want to enter the two state-supported medical schools, located at Long Island Medical College and at Syracuse, or any medical school in the state. Other states provide partial scholarships through the device of lowering the tuition rates for students from within the state. Some scholarships are available in the private medical colleges.

On the whole, though, the situation concerning scholarships is not too promising for the medical student. There simply are not enough to go around. One of the questions often asked the potential medical student is: Do you have enough money to meet the medical school costs? The candidate is warned that because the course is so strenuous, he will have little time to help work his way through college, as he might on the undergraduate level. This, of course, is a problem that many educators in the field clearly recognize. They know that it is dangerous for the future health and welfare of the nation to limit the potential supply of physicians to those who can afford to pay the steep bills of a medical school.

ACCREDITED COLLEGES. Probably more than most of the other professional schools, the medical schools insist that their students come from accredited undergraduate colleges. Some colleges have records of getting most of their pre-medical students accepted by the medical schools. On the other hand, some liberal arts colleges place few if any of their students. The future doctor would do well to determine from past records whether he has a better than even chance of being considered for medical school once he completes his undergraduate program.

To guide the prospective medical students and admissions officers, the Council on Medical Education compiles and publishes annually a list of colleges of arts and sciences that are on the approved list of the regional and national associations. Since this list changes to some extent each year—some colleges are added, some dropped—it would be well for the high school graduate who is thinking of medicine as a career to secure the current one by writing to the Council at 535 North Dearborn Street, Chicago, Illinois. The list is available without charge. Even though the accredited colleges are listed in this book, it would still be wise for the student to make a double check by getting the latest list available.

A question frequently asked by high school students who want to enter the medical profession is this: "Do I stand a better chance of being accepted by a medical school if I attend the undergraduate division of a university that maintains a medical college?" The student wants to know if he would get greater preference at the College of Physicians and Surgeons of Columbia University if he went to Columbia College, or if he would have a better chance to enter Syracuse University medical school by taking his undergraduate liberal arts course at Syracuse.

There is no one answer to this question. The records indicate that generally a slightly higher proportion of students in a medical school come from the college within that university, if there is an undergraduate college. But, on the other hand, many able and competent students may find that they are not accepted, because of the pressure of applications. Choose any good liberal arts college and then try to make as good an academic record as you possibly can.

JOB OPPORTUNITIES AND SALARIES. Why do so many students seek to enter medical schools? One answer may be in the growing number of job opportunities available to graduates of this profession. The doctors get higher salaries than any other profession. The latest figures show that they get an annual average salary of more than $14,000. This is an average; individual doctors, once they have become established, may earn anywhere from $50,000 to $100,000 annually. This is true for the most part in the larger cities; but even in the small towns, the doctor who has earned his reputation is among the highest-paid professional members of his community.

In addition to money, the doctor has tremendous prestige. He is looked up to and has the respect and confidence of almost every segment of the community. This prestige, coupled with the high salaries and independent way of life, have combined to make the medical profession glamorous for many boys and not a few girls.

Recent studies show that at present there is a need for at least another 20,000 doctors. At the rate of training now in effect, it would take another 20 years to fill this gap. And by that time, with a growing population, the need will undoubtedly be even greater. It is a rather startling fact to discover that we are now training just about as many doctors as we trained in 1905—and our population has almost doubled in this period. It is true that the earlier medical schools were often of a Grade B caliber and would not meet the higher standards of today. But it is equally true that more Grade A medical schools are needed today.

MEDICINE

American Medical Association
Council on Medical Education and Hospitals

Approved Medical Schools, 1956-57
United States and Canada

ALABAMA
- Medical College of Alabama, Birmingham.

ARKANSAS
- University of Arkansas, Little Rock.

CALIFORNIA
- College of Medical Evangelists, Loma Linda and Los Angeles.
- Stanford University, Stanford and San Francisco.
- University of California, Los Angeles.
- University of California, San Francisco.
- University of Southern California, Los Angeles.

COLORADO
- University of Colorado, Denver.

CONNECTICUT
- Yale University, New Haven.

DISTRICT OF COLUMBIA
- Georgetown University, Washington.
- George Washington University, Washington.
- Howard University, Washington.

FLORIDA
- University of Miami, Coral Gables.

GEORGIA
- Emory University, Emory University.
- Medical College of Georgia, Augusta.

ILLINOIS
- Chicago Medical School, Chicago.
- Loyola University (Stritch School of Medicine), Chicago.
- Northwestern University, Chicago.
- University of Chicago, Chicago.
- University of Illinois, Chicago.

INDIANA
- Indiana University, Bloomington and Indianapolis.

IOWA
- State University of Iowa, Iowa City.

KANSAS
- University of Kansas, Lawrence and Kansas City.

KENTUCKY
- University of Louisville, Louisville.

LOUISIANA
- Louisiana State University and Agricultural and Mechanical College, New Orleans.
- Tulane University of Louisiana, New Orleans.

MARYLAND
- Johns Hopkins University, Baltimore.
- University of Maryland, Baltimore.

MASSACHUSETTS
- Boston University, Boston.
- Harvard University, Boston.
- Tufts University, Boston.

MICHIGAN
- University of Michigan, Ann Arbor.
- Wayne State University, Detroit.

MINNESOTA
- University of Minnesota, Minneapolis.

MISSOURI
- St. Louis University, St. Louis.
- Washington University, St. Louis.

NEBRASKA
- Creighton University, Omaha
- University of Nebraska, Omaha.

NEW YORK
- Columbia University (College of Physicians and Surgeons), New York.
- Cornell University, New York.
- New York Medical College, New York.
- New York University, New York.
- State University of New York, College of Medicine at New York City, Brooklyn.
- State University of New York, College of Medicine at Syracuse, Syracuse.
- Union College and University (Albany Medical College), Albany.
- University of Buffalo, Buffalo.
- University of Rochester, Rochester.

NORTH CAROLINA
- Duke University, Durham.
- University of North Carolina, Chapel Hill.
- Wake Forest College (Bowman Gray School of Medicine), Winston-Salem.

OHIO
- Ohio State University, Columbus.
- University of Cincinnati, Cincinnati.
- Western Reserve University, Cleveland.

OKLAHOMA
- University of Oklahoma, Oklahoma City.

OREGON
- University of Oregon, Portland.

PENNSYLVANIA
- Hahnemann Medical College and Hospital, Philadelphia.
- Jefferson Medical College of Philadelphia, Philadelphia.
- Temple University, Philadelphia.
- University of Pennsylvania, Philadelphia.
- University of Pittsburgh, Pittsburgh.
- Woman's Medical College of Pennsylvania, Philadelphia.

PUERTO RICO
- University of Puerto Rico, San Juan.

SOUTH CAROLINA
- Medical College of the State of South Carolina, Charleston.

TENNESSEE
- Meharry Medical College, Nashville.
- University of Tennessee, Memphis.
- Vanderbilt University, Nashville.

TEXAS
- Baylor University, Houston.
- Southwestern Medical College of the University of Texas, Dallas.
- University of Texas, Galveston.

UTAH
  University of Utah, Salt Lake City.
VERMONT
  University of Vermont and State Agricultural College, Burlington.
VIRGINIA
  Medical College of Virginia, Richmond.
  University of Virginia, Charlottesville.
WASHINGTON
  University of Washington, Seattle.
WISCONSIN
  Marquette University, Milwaukee.
  University of Wisconsin, Madison.

CANADA

ALBERTA
  University of Alberta, Edmonton.
BRITISH COLUMBIA
  University of British Columbia, Vancouver.
MANITOBA
  University of Manitoba, Winnipeg.
NOVA SCOTIA
  Dalhousie University, Halifax.
ONTARIO
  University of Ottawa, Ottawa.
  University of Toronto, Toronto.
  University of Western Ontario, London.
  Queen's University, Kingston.
QUEBEC
  Laval University, Quebec.
  McGill University, Montreal.
  University of Montreal, Montreal.

APPROVED SCHOOLS OF THE BASIC MEDICAL SCIENCES IN THE UNITED STATES AND CANADA

(2-year curricula)

MISSISSIPPI
  University of Mississippi, University.
MISSOURI
  University of Missouri, Columbia.
NEW HAMPSHIRE
  Dartmouth College, Hanover.
NORTH DAKOTA
  University of North Dakota, Grand Forks.
SOUTH DAKOTA
  University of South Dakota, Vermillion.
WEST VIRGINIA
  West Virginia University, Morgantown.
CANADA
  University of Saskatchewan, Saskatoon. (Graduated fourth year class in 1957.)

MEDICAL SCHOOLS IN DEVELOPMENT

Schools of Basic Medical Sciences Currently Developing Four–Year Programs

MISSISSIPPI
  University of Mississippi, University. (Graduated fourth year class in 1957.)
MISSOURI
  University of Missouri, Columbia. (Graduated fourth year class in 1957.)
NORTH DAKOTA
  University of North Dakota, Grand Forks. (Third and fourth years authorized—plans are indefinite.)
WEST VIRGINIA
  West Virginia University, Morgantown. (Will graduate fourth year class in 1961.)

New Medical Schools

Note: These schools have not been in operation long enough to be eligible for approval by the Association of American Medical Colleges and the American Medical Association. A school is eligible at the time its full-time program is in operation.

FLORIDA
  University of Florida, Gainesville. (Graduates first fourth year class in 1960.)
NEW JERSEY
  Seton Hall College of Medicine and Dentistry, Jersey City. (Graduates first fourth year class in 1960.)
NEW YORK
  Yeshiva University, Albert Einstein College of Medicine, New York. (Graduates first fourth year class in 1959.)

MUSIC

Music as a career can be a rewarding experience if you recognize the disadvantages as well as the benefits.

Talent must be trained and this is especially true of music. The exacting requirements of constant practice make music a stern task-master, unless the real devotee is aware of the great compensations and is not overburdened by the responsibilities.

The contest for awards and honors is an incentive to the serious student in music preparing for the numerous professions, such as concert, orchestral, singing, teaching, instrumental, etc.

The importance of music in the life of the nation is immeasurable. From the time of the famous violinist Ole Bull, who in 1843, performed in two hundred concerts, made $400,000 and stirred the public to a wave of enthusiasm for music, through the present day with Stokowski and Mitropoulos, the American people have shown a great love of music.

QUALIFICATIONS. Harriet Johnson in her book, *Your Career in Music*, observes the following about qualifications:

> In a vocational sphere as varied as music, it is naturally impossible to give specific qualifications which will apply in the same degree to each type of job. There are, however, certain general elements of character and personality which are of primary importance to the musician. These apply in some degree whether you aspire to teach, perform, compose or work in a related field. (1) A likeable personality. (2) Enthusiasm for your subject. (3) Imagination and ingenuity in working at your job. (4) Perseverance in aiming to achieve success. (5) A strong desire to excel.

COURSES. In addition to the usual entrance requirements, most schools of music require admission tests. These examine the applicant's voice and piano performance, his mastery of music reading and dictation. Performance of orchestral instrument is also tested for those who are desirous of study in that field.

Courses of study vary among schools but usually included are:

- Church Music
  - Administration
  - Music of Great Liturgies
  - Music and Worship
  - Hymnology
  - Composition
    - Counterpoint
    - Orchestration
    - Composition for the Ensemble
  - Conducting
    - Instrumental
    - Choral
  - Ensemble
    - Concert
    - Choir
    - A Cappella Choir
    - Madrigal Singing
    - Opera Chorus
    - Orchestra
    - Band
    - Symphonic
    - Woodwind Chamber Music
    - Brass and Wind Chamber Music
    - String and Piano Chamber Music
- Music Education
  - Music Fundamentals
  - Class—Voice
  - Class—Piano

- Elementary Music Activities
- School Choral Materials
- Teaching of Choral Music
- Class Instruction and Methods
- Instruments: String, Woodwind, Brass and Percussion
- Band and Orchestra Development
- Theory of Teaching
- Administration of College and University Music
- Practice Teaching
- Music History and Literature
  - Concert Music
  - Music in Radio and Television
  - Opera History and Literature
  - Chamber Music History and Literature
- Piano Chamber Music History and Literature
- Music in the Motion Pictures
- Song Literature
- Organ History and Literature
- Music in Contemporary Life
- String Quartet History and Literature
- Music of the Middle Ages; Renaissance; Baroque Era; Classical and Early Romantic Period
- Music of the Twentieth Century
- Opera
  - Repertory
  - Workshop
  - Production
  - Performance
- Organ
- Piano
- Harpsichord
- String Instruments
  - Violin, Viola, Bass Viol, Violoncello, Harp, and String Orchestra
- Theory
  - Solfeggio
  - Dictation
  - Eurythmics
  - Harmony
  - Keyboard Harmony
- Voice and Vocal Coaching
- Wind and Percussion Instruments
  - Flute, Oboe, Clarinet, Bassoon, Saxophone, Trumpet, French Horn, Trombone, Tuba, Double Bass

DEGREES. A degree is important in the teaching field, according to a majority of musical directors of colleges and conservatories questioned in a survey conducted by the Vocational Guidance Research.

The number and kind of degrees held by members of faculty affect the ratings of schools, colleges and universities. For this reason it is difficult for those who do not hold degrees to be engaged for a teaching position.

At present, for teaching in public high schools, a bachelor's degree (in most cases a bachelor of science degree) is required; for a position of supervisor a master's degree is needed. Degrees are not necessary for private schools, but they are desirable. For colleges and universities, they are necessary. They are highly desirable for conservatory instruction.

With personalities and those who are famous, degrees are not a requirement.

ACCREDITATION. The National Association of Schools of Music, 1822 Overton Park Avenue, Memphis 12, Tennessee, is the nationally recognized professional association.

TUITION. The cost of education in music is about the same as for other general college courses. This depends, of course, upon the school selected. In addition to tuition, there are other expenses connected with a musical education. These include private instruction, purchase of instruments, sheet music, phonograph records, and the cost of attending operas and concerts.

Tuition at the Julliard School of Music is $610 if studying for a degree and $510 if studying for a diploma or as a special student. Typical living expenses average $1,675 annually and miscellaneous fees total $60. The Conservatory of Music at Lawrence College tuition 1953-54 was $1,250 per year for students in Music Education and $1,300 for those in Applied Music.

SCHOLARSHIPS. New scholarships are being established regularly. Prospective students desiring scholarships should apply to the dean of the school they wish to attend; also to the National Orchestral Association and the National Association of Schools of Music.

Major awards in music are: the Walter W. Naumburg Musical Foundation Award; the Young Artist Contests of the National Federation of Music Clubs; the Metropolitan Auditions of the Air Award; the Town Hall Endowment Series Award; and the Edgar M. Leventritt Fund. These awards and scholarships guarantee cash awards, contracts, concert expenses and—opportunity.

RESTRICTIONS. For the beginner, there is the expense of the average debut.

The over-all cost is approximately $1148.73 for a recital in Carnegie Hall; $745.48 for Town Hall; $399.13 for Carnegie Chamber; and $283.88 for Steinway Hall. These figures were reported by Columbia Concerts, Inc., New York City, for 1946. Without doubt, these expenses have increased since then.

Musical careers may be continually interrupted by professionals accepting students, who prove to be trying. Time lost because of broken lesson appointments and patronizing attitudes on the part of some students can be vexing.

Extreme fortitude is required in all of the arts. Musical people must cultivate or acquire this quality if they are to achieve success and recognition.

JOBS. Opportunities in the field of music are varied:

TEACHING. Public schools, colleges, conservatories, private schools, private individual instruction, musical therapists, musical supervisors.

PERFORMING. Conductors; and in the general vocal and instrumental fields: opera, choir, oratorio, cantata, etc.; piano, organ, strings, woodwinds, brasses, etc.; for concert, church, band and theatre.

COMPOSING. Symphonic, popular.

WRITING. Music criticism in the professional publications as well as in the daily press offers opportunities for those trained in music. People working in publicity or promotion in the musical arts field find education in music most helpful.

RELATED FIELDS. Research and technician for movies, radio and television; music programing; music arranging; music librarian; making and repairing of musical instruments.

SALARIES. No study has been made concerning the average earned income of graduates in music, according to the National Association of Schools of Music. From *Your Career in Music* by Harriet Johnson some salary estimates are given.

Qualified teachers of public school music receive from $1000 a year for those entering the field to around $5000 a year for a director of music in a large public school system. For teachers in colleges and universities salaries vary; for a full-time teacher the minimum is $1500 and the maximum is $4000. The dean of music school in a state university may reach a maximum salary of between $5000 and $6,000. An excellent private teacher may get only $2 a lesson, while a well-known teacher may receive $10 a lesson. The average range of a private teacher's yearly salary is from $2000 to $4000.

Concert artists, if versatile, may make as much as $50,000 a year, although in a more limited field they might make only $2000 to $3000 per year.

Caruso received as high as $13,200 for a single concert engagement.

Except in unusual circumstances, $500 is the maximum sum a string quartet can command.

A music critic may get $50 a week or less, while well-known critics may make as much as $10,000 a year.

TRENDS. Differences between serious and popular music have mostly disappeared in all fields.

There is a noticeable decline in discrimination against women in the profession in recent years.

More publicity about musical affairs and personalities is also an encouraging sign.

Community civic centers are another healthy development, along with summer festivals of music in our colleges and opportunities for study and performance at summer music camps.

The influence of wealthy patrons of music and the work done by the American Federation of Musicians in protecting musicians and organizing and pooling their efforts is beneficial and sustaining.

Television, radio, and new electrical instruments help the musical world in finding greater audiences.

There is an increasing demand for trained music therapists to work in hospitals, teachers trained in music to teach in public schools, and full-time directors of music in churches. Trained organists and choir directors are also in greater demand as a result of expanded music budgets of churches.

MUSIC

National Association of Schools of Music
Full Members, 1956

ALABAMA
- Alabama College, Montevallo.
- Birmingham-Southern College, Birmingham.
- Judson College, Marion.
- University of Alabama, University.

ARIZONA
- University of Arizona, Tucson.

ARKANSAS
- Hendrix College, Conway.
- University of Arkansas, Fayetteville.

CALIFORNIA
- College of the Holy Names, Oakland.
- College of the Pacific, Stockton.
- Los Angeles Conservatory of Music and Arts, Los Angeles.
- University of Redlands, Redlands.
- University of Southern California, Los Angeles.

COLORADO
- Colorado College, Colorado Springs.
- University of Colorado, Boulder.
- University of Denver, (Lamont School of Music), Denver.

CONNECTICUT
- Hartt College of Music, Hartford.
- Yale University, New Haven.

DISTRICT OF COLUMBIA
- Howard University, Washington.

FLORIDA
- Florida State University, Tallahassee.
- Jacksonville College of Music, Jacksonville.
- John B. Stetson University, De Land.
- Rollins College, Winter Park.
- University of Miami, Coral Gables.

GEORGIA
- Shorter College, Rome.
- University of Georgia, Athens.
- Wesleyan College, Macon.

ILLINOIS
- American Conservatory of Music, Chicago.
- Augustana College, Rock Island.
- Bradley University, Peoria.
- Chicago Conservatory of Music, Chicago.
- Cosmopolitan School of Music, Chicago.
- DePaul University, Chicago.
- Illinois Wesleyan University, Bloomington.
- Knox College, Galesburg.
- MacMurray College, Jacksonville.
- Millikin University, Decatur.
- Mundelein College, Chicago.
- North Central College, Naperville.
- Northwestern University, Evanston.
- Roosevelt University, Chicago.
- Rosary College, River Forest.
- Sherwood Music School, Chicago.
- Southern Illinois University, Carbondale.
- University of Illinois, Urbana.
- Wheaton College, Wheaton.

INDIANA
- Ball State Teachers College, Muncie.
- Butler University (Jordan College of Music), Indianapolis.
- DePauw University, Greencastle.
- Evansville College, Evansville.
- Indiana University, Bloomington.

IOWA
- Cornell College, Mount Vernon.
- Drake University, Des Moines.
- Iowa State Teachers College, Cedar Falls.
- Morningside College, Sioux City.
- Simpson College, Indianola.
- State University of Iowa, Iowa City.
- Wartburg College, Waverly.

KANSAS
- Bethany College, Lindsborg.
- Fort Hays Kansas State College, Hays.
- Friends University, Wichita.
- Kansas State College of Agriculture and Applied Science, Manhattan.
- Kansas State Teachers College, Emporia.
- Kansas State Teachers College, Pittsburg.
- Marymount College, Salina.
- Mount St. Scholastica College, Atchison.
- St. Mary College, Xavier.
- Southwestern College, Winfield.
- University of Kansas, Lawrence.
- University of Wichita, Wichita.

KENTUCKY
- Murray State College, Murray.
- University of Kentucky, Lexington.
- University of Louisville, Louisville.

LOUISIANA
- Centenary College, Shreveport.
- Louisiana State University and Agricultural and Mechanical College, Baton Rouge.
- Loyola University, New Orleans.
- Southeastern Louisiana College, Hammond.
- Southwestern Louisiana Institute, Lafayette.
- Tulane University of Louisiana (Newcomb College), New Orleans.

MARYLAND
- Peabody Institute of the City of Baltimore, Baltimore.
- Western Maryland College, Westminster.

MASSACHUSETTS
- Boston Conservatory of Music, Boston.
- Boston University, Boston.
- New England Conservatory of Music, Boston.

MICHIGAN
- Albion College, Albion.
- Detroit Institute of Musical Art, Detroit.
- Michigan State University of Agriculture and Applied Science, East Lansing.
- University of Michigan, Ann Arbor.
- Western Michigan College, Kalamazoo.

MINNESOTA
- Concordia College, Moorhead.
- MacPhail College of Music, Minneapolis.
- Minneapolis College of Music, Minneapolis.
- University of Minnesota, Minneapolis; Duluth.

MISSISSIPPI
- Belhaven College, Jackson.
- Mississippi Southern College, Hattiesburg.
- Mississippi State College for Women, Columbus.

MISSOURI
- Central College, Fayette.

Central Missouri State College, Warrensburg.
Conservatory of Music of Kansas City, Kansas City.
Lincoln University, Jefferson City.
Lindenwood College for Women, St. Charles.
Northeast Missouri State Teachers College, Kirksville.
St. Louis Institute of Music, St. Louis.
St. Louis University (Webster College), Webster Groves.
University of Missouri, Columbia.

MONTANA
Montana State University, Missoula.

NEBRASKA
Hastings College, Hastings.
University of Nebraska, Lincoln.

NEW JERSEY
Westminster Choir College, Princeton.

NEW MEXICO
University of New Mexico, Albuquerque.

NEW YORK
Houghton College, Houghton.
Ithaca College, Ithaca.
Juilliard School of Music, New York.
Manhattan School of Music, New York.
Manhattanville College of the Sacred Heart, New York.
State University of New York, Teachers College, Fredonia.
Syracuse University, Syracuse.
University of Rochester (Eastman School of Music), Rochester.

NORTH CAROLINA
East Carolina College, Greenville.
Flora MacDonald College, Red Springs
Greensboro College, Greensboro.
Meredith College, Raleigh.
Queens College, Charlotte.
Salem College, Winston-Salem.
University of North Carolina, Chapel Hill; Woman's College, Greensboro.

OHIO
Baldwin-Wallace College, Berea.
Bowling Green State University, Bowling Green.
Capital University, Columbus.
Cleveland Institute of Music. Cleveland.
College-Conservatory of Music of Cincinnati, Cincinnati.
College of Wooster, Wooster.
Denison University, Granville.
Miami University, Oxford.
Mount Union College, Alliance.
Muskingum College, New Concord.
Oberlin College, Oberlin.
Ohio State University, Columbus.
Ohio University, Athens.
Ohio Wesleyan University, Delaware.
Otterbein College, Westerville.
Western College for Women, Oxford.
Wittenberg College, Springfield.
Youngstown University, Youngstown.

OKLAHOMA
Oklahoma Agricultural and Mechanical College, Stillwater.
Oklahoma City University, Oklahoma City.
Phillips University, Enid.
University of Oklahoma, Norman.
University of Tulsa, Tulsa.

OREGON
Lewis and Clark College, Portland.
University of Oregon, Eugene.
Willamette University, Salem.

PENNSYLVANIA
Carnegie Institute of Technology, Pittsburgh.
College Misericordia, Dallas.
Lebanon Valley College, Annville.
Marywood College, Scranton.
Pittsburgh Musical Institute, Pittsburgh.
Seton Hill College, Greensburg.

SOUTH CAROLINA
Coker College, Hartsville.
Converse College, Spartanburg.
Furman University, Greenville.
Limestone College, Gaffney.
Winthrop College, Rock Hill.

TENNESSEE
Fisk University, Nashville.
George Peabody College for Teachers, Nashville.
Maryville College, Maryville.
Southwestern at Memphis, Memphis.
University of Chattanooga, Chattanooga.

TEXAS
Baylor University, Waco.
Hardin-Simmons University, Abilene.
Incarnate Word College, San Antonio.
Mary Hardin-Baylor College, Belton.
Midwestern University, Wichita Falls.
North Texas State College, Denton.
Our Lady of the Lake College, San Antonio.
Southern Methodist University, Dallas.
Southwestern University, Georgetown.
Texas Christian University, Fort Worth.
Texas Wesleyan College, Fort Worth.
University of Texas, Austin.

VIRGINIA
College of William and Mary: Richmond Professional Institute, Richmond.
Hollins College, Hollins College.
Shenandoah Conservatory of Music, Dayton.

WASHINGTON
College of Puget Sound, Tacoma.
State College of Washington, Pullman.
University of Washington, Seattle.
Whitman College, Walla Walla.

WEST VIRGINIA
West Virginia University, Morgantown.

WISCONSIN
Alverno College, Milwaukee.
Lawrence College, Appleton.
Viterbo College, La Crosse.
Wisconsin Conservatory, Milwaukee.

WYOMING
University of Wyoming, Laramie.

In addition to Full Members the association accredits associate and junior college members. A list of these schools may be secured from the association's office.

NURSING EDUCATION

One of the more complete definitions of nursing is offered in *Aims of Nursing Administration* by Sister M. Olivia, of the Washington School of Nursing Education, Catholic University of America. She states:

> Nursing in its broadest sense may be defined as an art and a science which involves the whole patient—body, mind, and spirit; promotes his spiritual, mental, and physical health by teaching and by example; stresses health education and health preservation, as well as ministration to the sick; involves the care of the patient's environment—social and spiritual as well as physical; and gives health service to the family and community as well as to the individual.

In a workshop organized in 1947 by the National Nursing Council for the purpose of providing suggestions concerning the "probable nature of nursing in the second half of the twentieth century," it was ascertained that besides the technical competence usually associated with the professional nurse,

> ...she must also recognize those heretofore less considered manifestations of illness such as anxieties, conflicts, and frustrations, which have a direct influence on organic changes and are now thought to be the result of an incompatible interaction between a person and his environment.
>
> Nurses in their longer contacts with individuals have more opportunities to observe behavior and to listen to expressions of thought under varying conditions than do physicians whose contacts are necessarily intermittent and brief. For this reason the nurse must be able to direct her actions and her verbal expressions on the basis of a sound understanding of human behavior and human relationships. If the nurse does not have this quality of understanding and cannot use it to deal effectively with persons, she may contribute to illness or counteract the efforts of other professional workers.

Using these two functional descriptions of professional nursing, we readily see that nursing demands something more than traditional orthodoxy, something that includes discriminating judgment and skill based on the understanding of human behavior and human relationships.

Nursing education in this country has largely been the province of the hospital. Here one earns a testimonial or diploma that presumably guarantees that while training on the job under an apprentice-like plan, a modicum of technical competence has been attained. According to Lulu Wolf Hassenplug, Dean of the School of Nursing, University of California, there are inherent weaknesses in this system of preparation. For one thing it appears to emphasize the staffing of institutions as a means of coping with the work load. Another weakness, according to this authority, is that it directs the preparation of the student nurse along narrow vocational lines rather than affording a broad educative framework that could promote understanding of the patient's whole personality.

Several studies of this situation have been made and the consensus of enlightened opinion is that professional nursing education, as an intrinsic program needed to prepare the individual for community nursing service, can be better achieved on the university level. However, only 9 per cent of nurses today are enrolled in collegiate schools; all the rest are in hospital schools. There are various levels of skills, from nurse technician through the registered nurse to those in administration and teaching positions, for which a college education is desirable. Although university affiliation as a basic preparation for nursing education has been a fact since 1909, when the University of Minnesota introduced this feature of education as a component of its curriculum, the idea has taken hold very slowly, so that at the present time comparatively few schools of nursing are part of the organic structure of colleges and universities.

According to *American Universities and Colleges*, there are fewer than 50 autonomous university schools of nursing in the United States. Although the figure is double that representing the number of university schools 20 years ago, it is indicative of the slow movement away from diploma schools, which still number more than a thousand.

According to an analysis made by Esther Lucille Brown for the National Nursing Service in a study called *Nursing for the Future*, differentiated functions were found to cut across non-professional lines such as practice nursing. Other assignments filled by graduate nurses were attendant, orderly, maid, housekeeper, secretary, and the like. Naturally, in a time of shortage of competent graduate nursing care, this is an important problem because it represents a condition that allows a serious misuse of available qualitative skill. It also has a deleterious effect on basic concepts of professional status.

However, this is a problem that must be ameliorated in the near future. It is mentioned here only to bring to the attention of the prospective nursing student one of the possible difficulties of correlating training with labor practices. By definition, then, professional nursing service should at least presuppose, from an academic frame of reference, the earning of a diploma, usually granted by hospital schools of nursing. For our purposes, we shall be mostly concerned with schools of nursing that offer a bachelor's degree.

QUALIFICATIONS. Depending upon the institution, there are a variety of requirements for admission into a school of nursing. Most have a high school unit requirement or specifically demand high school graduation. Others, such as the College of Medical Evangelists, require one year of college liberal arts education as a prerequisite for matriculation. Each state also has its own requirements. Only graduates of schools approved by the state board are eligible to take the state examination to qualify for licensure for the practice of nursing.

Specifications of the secondary school preparation also vary. For example, the Catholic University of America requests 15 units, including 2 in foreign language. Other institutions, such as New York University in its School of Education, do not require foreign language credit. However, the same university insists that candidates who combine an arts and science program with nursing must meet the requirements of the liberal arts college, which would mean a minimum of two years of foreign language. Other schools demand acceptable ranking in the high school graduating class, and the Catholic University of America requires graduation in the upper third.

COURSES. Collegiate curricula are structured so as to fulfill the needs of two types of undergraduate matriculants. There are (1) the collegiate basic program, and (2) college programs for registered nurses, as well as postgraduate programs.

The collegiate basic program is operated on the presupposition that the entrant has just previously completed secondary school training and is being admitted as a freshman. The broad designation of the curriculum is "community nursing service," and it is usually divided into two sections of two years each. The first two years are concerned mostly with the core requirements of general education and foundation courses in biological, physical, and social sciences. Several field trips to community agencies are taken in order to give the student an opportunity to become aware of the relationship of professional nursing to the functions of the physician, dentist, teacher, social worker, physical therapist, sanitary engineer, and other members of the "health team" in the general concern of the welfare of society. Correlation between illness and housing, employment conditions, nutrition, economic status, recreational activity, and cultural practices is examined and cogently illustrated by visits to the homes of patients.

For the last two years of college work, the student is involved with the more traditional aspects of nursing education. Nursing care is experienced in the several divisions of the hospitals, such as the medical, surgical, pediatric, obstetric, and psychiatric, in the clinics of the out-patient departments, and in the homes of the community.

American Universities and Colleges, also mentions that many schools "provide the student with an experience in public health nursing, in which she secures practice in cooperating with health agencies and in utilizing community resources to help families meet their needs."

The university curricula offering these enriched programs vary in length of time necessary for their completion. The range is from less than four calendar years beyond high school graduation to two and one-half calendar years beyond college graduation. A more uniform time plan as the result of experience and research is evidently needed.

College programs for registered nurses are essentially constituted to provide the hospital-trained nurse with the broad general education that is necessary for effective professional performance and citizenship and that she was not able to attain in the average diploma-granting institution. Because average transfer credit from hospital-training programs to degree-granting institutions amounts to one academic year, college programs are from two to three years, depending, of course, on the quality of previous preparation. Obviously, these courses are supplemental in character and are mainly purposeful in increasing the scope of previous educative experience in general and nursing apperception.

Postgraduate programs are postgraduate only in the sense of being beyond the undergraduate level common to university and college study. This activity represents a comparatively new trend in nursing education and has become a virtual necessity for nurse-teachers and administrators. According to *American Universities and Colleges*, "Programs of advanced study in nursing leading to the master's degree and to the doctorate are now being developed in the leading universities and medical centers throughout the country. As more basic programs of nursing education are moved into universities, more deans and professors will be needed and many of these will be expected to hold the doctorate."

ACCREDITATION. The Accrediting Service of the National League of Nursing, 2 Park Avenue, New York 16, New York is the nationally recognized organization in the field of nursing education. Annually the Committee on Careers publishes a list of schools of professional nursing. This list includes information regarding their programs as well as data on accreditation.

RESTRICTIONS. Figures issued by the U. S. Bureau of the Census indicate that between 1910 and 1940 the number of male nurses increased from fewer than 6,000 to more than 8,000. It is also interesting to note that the proportion of male nurses as part of the entire professional body decreased from 7.4 per cent to 2.3 per cent. As of January 1, 1948, there were 455 men enrolled in schools of nursing.

Authorities agree that men are needed in graduate nursing and that they have the ability to become excellent contributors to the art and science of nursing in psychiatric, general hospital, and private duty settings. Several factors have inhibited many more men from entering the profession. Obvious reasons are: (1) It is not customary for men in the United States to enter the field. Many men in Veterans Administration and other hospitals are performing nursing functions under the title of "attendants," "aides," and so forth. (2) Salary scales are not sufficiently high to be an incentive. (3) Women are ensconced in the profession to such an extent that it becomes well-nigh impossible for a man with inclination and ability to attain equal status.

Discrimination is not so severe as it was in the past. Vast strides have been made. This is important for the Negro population. In 1950, the separate National Organization of Negro Nurses was absorbed in the now non-segregated National League of Nursing. A three-day conference of nurses in March, 1953, held in Columbia, South Carolina, was attended by both Negro and white nurses.

SALARIES. The salary received by nurses is not high when measured in terms of dollars and cents. But many nurses get board and room, which increases the dollar value. The work is hard, and the hours are often long. Nurses who are obliged to work overtime do not always receive extra salary or compensatory time. Only 25 per cent are covered by retirement plans in which the employer makes a contribution. Industrial nurses are the only ones covered by provisions of unemployment compensation. None of these conditions apply to the private duty nurse, nor does the provision concerning vacations. These are generally of two weeks' duration, but not infrequently four. It is also customary to receive one or two weeks of paid sick leave. Peculiarly enough, most nurses do not receive free hospitalization. medical care, or insurance.

REGISTRATION. According to the *U. S. Labor Statistics Bureau Occupational Outlook Handbook* (1951), registration as a nurse requires licensing by a state board of nurse examiners or other authorized agency. The publication goes on to state: "In practically all states applicants for licenses must have high school diplomas and be graduates of schools of nursing. Most states specify that applicants must be at least 20 or 21 years old, and all require them to pass an examination given by the board. Provision is made in the law of most states for granting licenses or certificates of registration without examination to a nurse who is registered in another state, provided her qualifications are equivalent to those required for nurses by the state in which she is applying."

TRENDS. There is an awareness, by and large, that a serious deficit exists in physical plant and the necessary qualified nursing personnel to staff it. Yet, the mere building of structures identified as hospitals and the complete staffing of these edifices through the efforts of a dynamic recruitment campaign would only be a partial effort in satisfying the health needs of a dependent population. Hospital and education administrators are becoming increasingly aware that an institution so saliently involved with the public welfare must by its very nature be a community health agency in the fullest sense. This not only means co-ordinate function with educational, social service, governmental, civic, fraternal, religious, and business agencies of the community, but also designates the hospital as the medical teaching center of the community.

It becomes apparent that the staffing of institutions of this proposed caliber will require a generally increased competence. This presupposes a skill beyond the traditional bedside care. It calls for a type of enriched preparation for those in administrative and supervisory work that can best be obtained on the university level. The trend appears to be for fewer hospital schools and more university schools.

The differentiation of function that one witnesses in the average hospital is indicative of the shortage of graduate nursing service. On a theoretical basis, the appearance of non-graduate nursing service has been beneficial because it has released the "graduate" for duties that require a more profound type of training. The different levels of nursing positions should be borne in mind, however. There is a vital need for nurses' aides and nurse technicians. These personnel can be trained in a hospital, or outside the traditional four-year college classroom.

Salaries and environmental conditions are the practical instrumentalities that help one decide on a particular profession, though they may not constitute the total consideration. Nursing should be made a more attractive profession for young men and women.

NURSING EDUCATION

National League for Nursing
Accrediting Service

Full and Temporary Accreditation of Degree-Granting Programs
January, 1957

ALABAMA
- Tuskegee Institute, Tuskegee Institute (t)
- University of Alabama, University (t)

CALIFORNIA
- College of Medical Evangelists, Loma Linda
- Mount St. Mary's College, Los Angeles (t)
- Stanford University, San Francisco (p.h.)
- University of California, Los Angeles (p.h.)
- University of California, San Francisco (p.h.)

COLORADO
- Loretto Heights College, Loretto (p.h.)
- University of Colorado, Boulder (p.h.)

- CONNECTICUT
  - University of Bridgeport, Bridgeport (t)
  - University of Connecticut, Storrs
- DISTRICT OF COLUMBIA
  - Catholic University of America, Washington (p.h.)
  - Georgetown University, Washington (p.h.)
  - Washington Missionary College, Takoma Park (t)
- FLORIDA
  - Florida Agricultural and Mechanical University, Tallahassee
  - Florida State University, Tallahassee (t)
  - University of Miami, Coral Gables (t)
- GEORGIA
  - Emory University, Emory University
- HAWAII
  - University of Hawaii, Honolulu (p.h.)
- ILLINOIS
  - Loyola University, Chicago (p.h.)
  - St. Xavier College, Chicago (#).
  - University of Illinois, Chicago (t)
- INDIANA
  - Goshen College, Goshen (t)
  - St. Mary's College, Notre Dame (t)
- IOWA
  - State University of Iowa, Iowa City (p.h.)
- KANSAS
  - University of Kansas, Kansas City (t)
- KENTUCKY
  - Nazareth College, Louisville (t)
- LOUISIANA
  - Dillard University, New Orleans
  - Northwestern State College, Natchitoches (t)
- MARYLAND
  - St. Joseph College, Emmitsburg (t)
  - University of Maryland, Baltimore (t)
- MASSACHUSETTS
  - Boston College, Boston (p.h.)
  - Boston University, Boston (p.h.)
  - Simmons College, Boston (p.h.)
- MICHIGAN
  - Mercy College, Detroit
  - Michigan State University, East Lansing (t)
  - University of Michigan, Ann Arbor
  - Wayne State University, Detroit (p.h.)
- MINNESOTA
  - College of St. Catherine, St. Paul (#)
  - College of St. Scholastica, Duluth (#)
  - College of St. Teresa, Winona
  - Hamline University, St. Paul (#)
  - St. Olaf College, Northfield (t)
  - University of Minnesota, Minneapolis (p.h.)
- MISSISSIPPI
  - University of Mississippi, University (t)
- MISSOURI
  - College of St. Teresa, Kansas City (t) (#)
  - St. Louis University, St. Louis (p.h.)
  - University of Missouri, Columbia (t)
- MONTANA
  - Carroll College, Helena (t) (#)
  - Montana State College, Bozeman
- NEBRASKA
  - Union College, Lincoln
- NEW JERSEY
  - Rutgers University, Newark (p.h.)
- NEW YORK
  - Adelphi College, Garden City (p.h.)
  - Alfred University, Alfred (t)
  - College of St. Rose, Albany (t)
  - Columbia University, New York
  - Cornell University, New York (p.h.)
  - D'Youville College, Buffalo (t)
  - Hartwick College, Oneonta (t)
  - Keuka College, Keuka Park (t)
  - Nazareth College of Rochester, Rochester (t)
  - Niagara University, Niagara University (p.h.)
  - Russell Sage College, Troy (t)
  - Skidmore College, New York (p.h.)
  - Syracuse University, Syracuse (p.h.)
  - University of Buffalo, Buffalo (p.h.)
  - University of Rochester, Rochester (#)
  - Wagner Lutheran College, Staten Island
- NORTH CAROLINA
  - Duke University, Durham (t) (#)
  - University of North Carolina, Chapel Hill (p.h.)
- NORTH DAKOTA
  - Jamestown College, Jamestown (t)
  - University of North Dakota, Grand Forks (t)
- OHIO
  - College of Mount St. Joseph-on-the-Ohio, Cincinnati
  - Ohio State University, Columbus (p.h.)
  - St. John College of Cleveland, Cleveland
  - University of Cincinnati, Cincinnati (p.h.)
  - Western Reserve University, Cleveland (p.h.)
- OKLAHOMA
  - Oklahoma Baptist University, Shawnee (t)
- OREGON
  - University of Oregon, Portland
  - University of Portland, Portland
- PENNSYLVANIA
  - Duquesne University, Pittsburgh (t)
  - University of Pittsburgh, Pittsburgh (p.h.)
  - Villanova University, Villanova (t)
- RHODE ISLAND
  - University of Rhode Island, Kingston (t)
- TENNESSEE
  - Meharry Medical College, Nashville
  - University of Tennessee, Memphis (t) (#)
  - Vanderbilt University, Nashville (p.h.)
- TEXAS
  - Baylor University, Waco (t)
  - Incarnate Word College, San Antonio
  - Sacred Heart Dominican College, Houston (t)
  - Texas Christian University, Fort Worth (#)
  - Texas State College for Women, Denton (t)
  - University of Texas (Medical Branch), Galveston (#) (p.h.)
- UTAH
  - University of Utah, Salt Lake City (p.h.)
- VERMONT
  - University of Vermont and State Agricultural College, Burlington (p.h.)
- VIRGINIA
  - Hampton Institute, Hampton (t)
  - Medical College of Virginia, Richmond (t) (#)
  - University of Virginia, Charlottesville (t) (#)
- WASHINGTON
  - Seattle University, Seattle (p.h.)
  - University of Washington (Harborview and Swedish Hospitals Division), Seattle (p.h.)
  - University of Washington (Virginia Mason Hospital Division), Seattle
  - Walla Walla College, College Place
- WISCONSIN
  - Alverno College, Milwaukee (t)
  - Marquette University, Milwaukee (p.h.)
  - University of Wisconsin, Madison
- WYOMING
  - University of Wyoming, Laramie (t)

(*t*) *Degree programs which have received temporary accreditation by the Accrediting Service of the National League for Nursing.*

(*p.h.*) *Degree programs accredited by the National League for Nursing to prepare students for beginning positions in public health nursing.*

(#) *Offers both Degree and Diploma programs in nursing education.*

Degree-Granting Programs in Nursing Education Without Professional Accreditation

January, 1957

- ARKANSAS
  - University of Arkansas, Little Rock (n.p.)
- CALIFORNIA
  - Chico State College, Chico (n.p.)
  - San Diego State College, San Diego (n.p.)
  - San Francisco State College, San Francisco (n.p.)
  - San Jose State College, San Jose (n.p.)
  - University of San Francisco, San Francisco
- COLORADO
  - University of Denver, Denver (n.p.)
- FLORIDA
  - Barry College, Miami
  - University of Florida, Gainesville (n.p.)
- GEORGIA
  - Medical College of Georgia, Augusta (n.p.)
- IDAHO
  - Idaho State College, Pocatello (n.p.)
- ILLINOIS
  - Illinois Wesleyan University, Bloomington (n.p.)
- INDIANA
  - De Pauw University, Greencastle (n.p.)
  - Evansville College, Evansville (n.p.)
  - Indiana University, Indianapolis (#)
- IOWA
  - Briarcliff College, Sioux City
- KENTUCKY
  - Berea College, Berea (n.p.)
- LOUISIANA
  - Louisiana State University and Agricultural and Mechanical College, Baton Rouge (n.p.)
  - McNeese State College, Lake Charles (n.p.)
  - Southwestern Louisiana Institute, Lafayette
- MARYLAND
  - Mount St. Agnes College, Baltimore (n.p.)
- MASSACHUSETTS
  - University of Massachusetts, Amherst (n.p.)
- NEBRASKA
  - University of Nebraska, Omaha
- NEW HAMPSHIRE
  - St. Anselm's College, Manchester (n.p.)
- NEW JERSEY
  - Seton Hall University, Newark (n.p.)
- NEW MEXICO
  - University of New Mexico, Albuquerque (n.p.)
- NEW YORK
  - Hunter College of the City of New York, New York (n.p.)
  - New York University, New York (#)
  - Roberts Wesleyan College, North Chili (n.p.)
  - State University of New York, Teachers College, Plattsburgh
- NORTH CAROLINA
  - Agricultural and Technical College of North Carolina, Greensboro (n.p.)
  - Winston-Salem Teachers College, Winston-Salem (n.p.)
- OHIO
  - Capital University, Columbus
  - University of Akron, Akron
- OKLAHOMA
  - University of Oklahoma, Oklahoma City (n.p.) (#)
- OREGON
  - Lewis and Clark College, Portland
- PENNSYLVANIA
  - Mount Mercy College, Pittsburgh
  - University of Pennsylvania, Philadelphia (n.p.)
  - Villa Maria College, Erie (n.p.)
- RHODE ISLAND
  - Salve Regina College, Newport
- SOUTH CAROLINA
  - University of South Carolina, Columbia
- SOUTH DAKOTA
  - Augustana College, Sioux Falls
  - South Dakota State College of Agriculture and Mechanic Arts, Brookings
  - University of South Dakota, Vermillion (n.p.)
- TENNESSEE
  - Collegedale Southern Missionary College, Chattanooga (n.p.)
  - East Tennessee State College, Johnson City (n.p.)
  - University of Tennessee, Knoxville (n.p.)
- TEXAS
  - Prairie View Agricultural and Mechanical College, Prairie View (#)
- UTAH
  - Brigham Young University, Provo
- WASHINGTON
  - Pacific Lutheran College, Parkland
- WEST VIRGINIA
  - Alderson-Broaddus College, Philippi

Diploma Programs in Nursing Education with an arrangement for obtaining a Baccalaureate Degree at a nearby College or University

January, 1957

- CALIFORNIA
  - Bishop Johnson College of Nursing, Los Angeles (t)
  - California Hospital School of Nursing, Los Angeles (t)
  - Highland Alameda County Hospital School of Nursing, Oakland (*)
  - Los Angeles County General Hospital School of Nursing, Los Angeles (*)
  - St. Mary's College of Nursing, San Francisco (*)
- IDAHO
  - Latter Day Saints Hospital School of Nursing, Idaho Falls (t)
- ILLINOIS
  - Chicago Wesley Memorial Hospital School of Nursing, Chicago (*)
  - Evanston Hospital School of Nursing, Evanston (*)
  - Galesburg Cottage Hospital School of Nursing, Galesburg (t)
  - Illinois Masonic Hospital School of Nursing, Chicago (t)
  - Lutheran Hospital School of Nursing, Moline (t)
  - Methodist Hospital of Central Illinois School of Nursing, Peoria (t)
  - Michael Reese Hospital School of Nursing, Chicago (*)
  - St. Luke's Hospital School of Nursing, Chicago (*)
- INDIANA
  - Ball Memorial Hospital School of Nursing, Muncie (*)
  - Indianapolis General Hospital School of Nursing, Indianapolis (t)
  - Protestant Deaconess Hospital School of Nursing, Evansville (t)
  - Reid Memorial Hospital School of Nursing, Richmond (t)
  - St. Anthony Hospital School of Nursing, Terre Haute (t)
  - Union Hospital School of Nursing, Terre Haute (*)
- IOWA
  - Jennie Edmundson Memorial Hospital School of Nursing, Council Bluffs
  - Mercy Hospital School of Nursing, Council Bluffs (t)
  - St. Luke's Hospital School of Nursing, Davenport (t)
  - St. Luke's Methodist Hospital School of Nursing, Cedar Rapids (t)
- KANSAS
  - Fort Hays Kansas State College, Hays
  - Marymount College, School of Nursing, Salina (t)
- KENTUCKY
  - Morehead State College, Morehead (n.p.)
  - Murray State College, Murray (t)

(n.p.) *A "new program" is one which has been given initial approval by the state board, not yet having graduated its first class. Until its first class has been graduated, a school is not eligible for accreditation by the National League for Nursing.*

(#) *Offers both Degree and Diploma programs in nursing education.*

MAINE
- Central Maine General Hospital School of Nursing, Lewiston (t)
- Eastern Maine General Hospital School of Nursing, Bangor (t)
- Maine Medical Center School of Nursing, Portland (t)

MARYLAND
- Johns Hopkins Hospital School of Nursing, Baltimore (*)
- Mercy Hospital School of Nursing, Baltimore (*)

MASSACHUSETTS
- Boston City Hospital School of Nursing, Boston (*)
- Burbank Hospital School of Nursing, Fitchburg (*)
- Massachusetts General Hospital School of Nursing, Boston (*)
- New England Baptist Hospital School of Nursing, Boston (*)

MINNESOTA
- Abbott Hospital School of Nursing, Minneapolis (*)
- Northwestern Hospital School of Nursing, Minneapolis (*)
- St. Barnabas Hospital School of Nursing, Minneapolis (*)

NEBRASKA
- Creighton Memorial St. Joseph Hospital School of Nursing, Omaha (*)
- Mary Lanning Memorial Hospital School of Nursing, Hastings (*)
- Nebraska Methodist Hospital School of Nursing, Omaha (*)
- St. Catherine's Hospital School of Nursing, Omaha (t)
- St. Francis Hospital School of Nursing, Grand Island (*)

NEW YORK
- Binghamton State Hospital School of Nursing, Binghamton
- Brooklyn State Hospital School of Nursing, Brooklyn (t)
- Buffalo General Hospital School of Nursing, Buffalo (*)
- Central Islip State Hospital School of Nursing, Central Islip (t)
- Craig Colony Hospital School of Nursing, Sonyea
- Deaconess Hospital School of Nursing, Buffalo (t)
- Edward J. Meyer Memorial Hospital School of Nursing, Buffalo (*)
- Faxton Hospital School of Nursing, Utica
- General Hospital School of Nursing, Syracuse (t)
- Gowanda State Homeopathic Hospital School of Nursing, Helmuth (t)
- Greedmoor State Hospital School of Nursing, Queens Village (t)
- Harlem Valley State Hospital School of Nursing, Wingdale (m)
- Hudson River State Hospital School of Nursing, Poughkeepsie
- Kings Park State Hospital School of Nursing, Kings Park
- Manhattan State Hospital School of Nursing, New York (t)
- Marcy State Hospital School of Nursing, Marcy (t)
- Mercy Hospital School of Nursing, Buffalo (*)
- Middletown State Homeopathic Hospital School of Nursing, Middletown
- Millard Fillmore Hospital School of Nursing, Buffalo (t)
- Pilgrim State Hospital School of Nursing, West Brentwood
- Rochester State Hospital School of Nursing, Rochester (t)
- Rockland State Hospital School of Nursing, Orangeburg (t)
- St. Lawrence State Hospital School of Nursing, Ogdensburg
- St. Luke's Hospital School of Nursing, Newburgh (t)
- St. Luke's Memorial Hospital Center School of Nursing, Utica (t)
- Schenectady Hospital Association's Training School for Nurses, Ellis Hospital, Schenectady (t)
- Sisters of Charity Hospital School of Nursing, Buffalo (*)
- Utica State Hospital School of Nursing, Utica
- White Plains Hospital School of Nursing, White Plains (t)
- Willard State Hospital School of Nursing, Willard (t) (m)
- Woman's Christian Association Hospital School of Nursing, Jamestown (t)
- Wyoming County Community Hospital School of Nursing, Warsaw

NORTH CAROLINA
- Presbyterian Hospital School of Nursing, Charlotte (t)

NORTH DAKOTA
- Trinity Hospital School of Nursing, Minot (t)

OREGON
- Emanuel Hospital School of Nursing, Portland (*)
- Good Samaritan Hospital School of Nursing, Portland (*)

PENNSYLVANIA
- Allegheny General Hospital School of Nursing, Pittsburgh (*)
- Mercy Hospital School of Nursing, Wilkes-Barre (t)
- Reading Hospital School of Nursing, Reading (t)

RHODE ISLAND
- Rhode Island Hospital School of Nursing, Providence (*)

UTAH
- St. Mark's Hospital School of Nursing, Salt Lake City (t)

VIRGINIA
- Johnston Memorial Hospital School of Nursing, Abingdon (t)
- Stuart Circle Hospital School of Nursing, Richmond (t)

WASHINGTON
- Central Washington Deaconess Hospital School of Nursing, Spokane (*)
- Sacred Heart School of Nursing, Spokane (*)

OCCUPATIONAL THERAPY

Occupational therapy is an entirely separate field from physical therapy. Usually, physical therapy, in its use of heat, water, electricity, and mechanical and other special types of equipment, is a "first" treatment prescribed by a physician to stimulate circulation and to restore tissue and soundness of muscle power and function. Occupational therapy is utilized when the muscles are disposed for further activity. It would seem that there is an overlapping of the two fields because both may be defined as motivated activity for remedial purposes. But the occupational therapist has at his command various creative and manual skills, educational and recreational, adaptable to meet the patient's physical and mental needs for further adjustment, not only in temporary limitations but also for chronic conditions. Consequently, there is a strong orientation to emotional health.

As a part of the medical team, guided by specific instructions from a medical specialist, treatment media utilized are limitless, depending, of course, on the patient's condition, aptitudes, and interests. Treatment revolves around a program which can include woodworking, printing, ceramics, self-help activities, games, sports, or pre-vocational exploration and industry try-outs. In other words, occupational therapy is a rehabilitation program. In treating the disability, the therapist concerns himself not only with physical and mental factors but with the "whole man." This, of course, includes the social, economic, and emotional aspects of the patient's personality.

QUALIFICATIONS. Since 1947, all schools of occupational therapy have been on a B.S. degree standard. Professional preparation equips one to enter four major work areas: (1) orthopedic OT (aiding people with physical injury); (2) tubercular OT (working with tuberculous patients); (3) pedia-

---

(*) *Diploma programs which have full accreditation from the Accrediting Service of the National League for Nursing that have an arrangement for obtaining a baccalaureate degree at a nearby college or university.*

(t) *Diploma programs which have temporary accreditation from the Accrediting Service of the National League for Nursing that have an arrangement for obtaining a baccalaureate degree at a nearby college or university.*

(m) *Diploma program with baccalaureate degree arrangement only for men.*

(n.p.) *A "new program" which has been given initial approval by the state board but has not yet graduated its first class.*

tric OT (working with children); and (4) psychiatric OT (working with mental and emotional problems). Although these four fields are specific areas of specialization, scholastic training requires an introduction to all of these fields, especially during clinical experience. According to the Council on Medical Education and Hospitals of the American Medical Association, one to five years are required to complete professional training, depending, of course, on previous educational preparation and the requirements of the school where one expects to matriculate.

For the high school graduate, the course leading to a degree of Bachelor of Science combines a general and professional education. This combination is also available to those who have previous college credit and desire to transfer. The college graduate or a person trained in teaching, nursing, art, or other allied field can complete the course requirements in 18 months and earn a Certificate in Occupational Therapy. A person holding a B.S. degree, with a major in industrial arts, can complete requirements in a special course of 13 months.

The requirements vary. Columbia University's College of Physicians and Surgeons has an entrance requirement of at least two years of previous college training; the University of Minnesota's School of Medicine stipulates that the years be spent in a liberal arts college; the University of Washington's School of Medicine demands 60 semester college credits, 36 of which are in required subjects.

As for transfer students, the Boston School of Occupational Therapy, affiliated with Tufts University, is the only one that signifies that only those students who are sophomores will be considered.

As in other fields, personal attributes are as important as technical ability. There must be present not only an interest in medicine but also a wholesome attitude toward illness and disability. It is mandatory that the therapist possess an emotionally stable, integrated personality plus an ability to adjust to varying situations.

COURSES. According to the American Occupational Therapy Association:

> The professional occupational therapy curriculum consists of 64 semester hours of study. Thirty-nine of these are devoted to sciences such as anatomy, physiology, neurology, psychiatry and sociology; clinical subjects covering general medical and surgical conditions, orthopedics, tuberculosis and cardiac diseases; and courses interpreting the principles and practice of occupational therapy in pediatrics, psychiatry, tuberculosis, orthopedics and general medicine and surgery. The remaining 25 semester hours include technical instruction in creative and manual skills, activities in daily living, educational subjects and recreational activities.
>
> In addition to theoretical and technical training, a minimum of nine months of hospital practice is required. Clinical affiliations for this on-the-job training, under the supervision of registered occupational therapists, are arranged to include experience in children's, orthopedic, general, mental and tuberculosis hospitals.

ACCREDITATION. The Council on Medical Education and Hospitals of the American Medical Association is the nationally recognized accrediting organization for occupational therapy. The current list of thirty-one approved schools will be found at the end of this section. The address of the Council is 535 North Dearborn Street, Chicago, Illinois.

Further information about occupational therapy schools of the Medical Department of the U. S. Army may be obtained from the Office of the Surgeon General, Department of the Army, Washington 25, D. C.

The professional organization in the field is the American Occupational Therapy Association, 250 West 57th Street, New York 19, New York. Qualified therapists are registered with the association.

Schools which have indicated interest in establishing occupational therapy courses: Cardinal Stritch College; Iowa State College of Agriculture and Mechanic Arts, Ames; University of Buffalo; University of Connecticut; University of Oklahoma; and Western Reserve University.

TUITION: Tuition varies from $24 an academic year for residents, in San Jose State College, San Jose, California, to $700 per academic year, plus $100 for clinical training, at the University of Pennsylvania, School of Auxiliary Medical Services, Philadelphia, Pennsylvania. Of the 30 approved schools, 8 have a tuition charge of more than $500 per year. The average tuition is approximately $300. If this rate holds during the foreseeable future, the average annual cost of a B.S. degree course in occupational therapy will amount to $1,500.

Prior to 1941, none of the accredited schools accomodated male students. World War II and an increase in salaries have been somewhat responsible for the comparative profusion of men in applying for admission to occupational therapy schools. The University of Kansas, Milwaukee-Downer College, Mount Mary College, College of St. Catherine, and Texas State College for Women are not coeducational.

To show the rise in male participation in what was once a predominatly women's sphere, the following table listing graduates of schools of occupational therapy is significant:

	Women	Men
1946	329	0
1947	339	1
1948	450	8
1949	321	5
1950	383	8
1951	382	29
1952	341	119

The American Occupational Therapy Association states that the recommended age limits for enrollment are 18 to 35. This is in keeping with standard practice in most of the professions, although the use of the word "recommended" suggests that the stated range is not an arbitrary scale. It appears that a great deal would depend on the individual and circumstances.

REGISTRATION AND LICENSING. There are no federal or state licensing laws for occupational therapists. To be professionally qualified as a registered occupational therapist (O.T.R.), all graduates of schools of occupational therapy approved by the Council on Medical Education and Hospitals of the American Medical Associaton must pass the national registration examination given twice yearly by the American Occupational Therapy Association.

JOB OPPORTUNITIES. According to the *Occupational Therapy Yearbook*, 1952, there were approximately 3,800 registered occupational therapists in the United States, of whom about 2,600 were actively engaged in the profession. The same source believes that a need of 7,291 therapists within the next five years is a modest assumption.

Today, the O.T.R. has his choice of positions throughout the country and foreign lands. The demand for personnel in civilian hospitals is increasing. More therapists are needed for industrial accident cases and in specialized fields of cerebral palsy, poliomyelitis, heart disease, and geriatrics. Not only are public and private hospitals and institutions involved in this expanded program but also community workshops, rehabilitation centers, schools for the handicapped, and homes for the aged, deaf, and blind.

Occupational therapy is a contributing treatment aid in the rehabilitation program of more than 700 Army, Navy, Veterans Administration, and Public Health Service Hospitals.

Vigorous, young professions, in the throes of an expansion program and experiencing a dearth of qualified personnel, usually find it difficult to satisfy the need for competent instruction. In this respect, occupational therapy has been no exception. There is a need to adopt measures to attract more therapists into the educational field in order that they may help others meet the requirements of the profession.

SALARIES. Salaries compare favorably with those in other medically related professions and in teaching and social work. Remuneration, as in other fields, depends on not only the extent of experience and responsibilities but also the size of the employing institution and its geographic location. Working hours are average, and vacation policies, according to the American Occupational Therapy Association, are generous. Of course, other peripheral benefits can be anticipated.

Salaries for occupational therapists range from $2,800 to $6,000 a year. Teaching and responsible administration positions pay as high as $8,000 a year.

OCCUPATIONAL THERAPY

American Medical Association
Council on Medical Education and Hospitals
Approved Schools, September 1956

CALIFORNIA
- Mills College, Oakland.
- San Jose State College, San Jose.
- University of Southern California, Los Angeles.

COLORADO
- Colorado State University, Fort Collins.

ILLINOIS
- University of Illinois, Chicago.

IOWA
- State University of Iowa, Iowa City.

KANSAS
- University of Kansas, Lawrence.

MASSACHUSETTS
- Boston School of Occupational Therapy, Boston.

MICHIGAN
- Eastern Michigan College, Ypsilanti.
- Wayne State University, Detroit.
- Western Michigan College (Kalamazoo School of Occupational Therapy), Kalamazoo.

MINNESOTA
- College of St. Catherine, St. Paul.
- University of Minnesota, Minneapolis.

MISSOURI
- Washington University, St. Louis.

NEW HAMPSHIRE
- University of New Hampshire, Durham.

NEW YORK
- Columbia University, New York.
- New York University, New York.
- University of Buffalo, Buffalo.

NORTH DAKOTA
- University of North Dakota, Grand Forks.

OHIO
- Ohio State University, Columbus.

PENNSYLVANIA
- University of Pennsylvania, Philadelphia.

PUERTO RICO
- School of Physical and Occupational Therapy of the State Insurance Fund, Santurce.

TEXAS
- Medical Field Service School, Brooke Army Center, Fort Sam Houston, San Antonio.
- Texas State College for Women, Denton.
- University of Texas, Medical Branch, Galveston.

VIRGINIA
- College of William and Mary (Richmond Professional Institute), Richmond.

WASHINGTON
- College of Puget Sound, Tacoma.

WISCONSIN
- Milwaukee-Downer College, Milwaukee.
- Mount Mary College, Milwaukee.
- University of Wisconsin, Madison.

Approved Schools of Occupational Therapy
Medical Department—U. S. Army

CALIFORNIA
- Letterman Army Hospital, San Francisco.

DISTRICT OF COLUMBIA
- Walter Reed Army Hospital, Washington.

PENNSYLVANIA
- Valley Forge Army Hospital, Phoenixville.

TEXAS
- Brooke Army Hospital, Fort Sam Houston, San Antonio.

OPTOMETRY

It is surprising how many people confuse the meanings of "oculist," "optometrist," and "optician," using these terms interchangeably, as if they were synonymous. Although there exists in these three groups a common interest—that is, concern with the human eye—this connection is really superficial, for three distinct types of training are necessary to achieve proficiency in these different areas of endeavor.

The oculist, or ophthalmologist, is a doctor of medicine who specializes in the medical and surgical care of the eyes. The act or process of correcting errors of ocular refraction is but a portion of his duties and is practiced as part of the concern which is basically the science of the anatomy, physiology, and diseases of the eye.

The optician, however, is definitely an artisan, who produces optical instruments or lenses, or, if he is a dispensing optician, retails ophthalmic lenses and spectacles upon prescription.

The optometrist is essentially a refractionist who specializes in the examination of eyes in terms of improving and conserving the vision, but treatment in the medical sense is not within his province, for he may not treat pathological conditions but refers patients suffering from this type of morbidity to oculists. The optometrist may, within legal bounds, prescribe lenses for refractive errors and assume the role of optician in the filling of the prescription within his own laboratory, if he is self-employed, or in a proprietor's laboratory, if he is employed on a salaried basis

QUALIFICATIONS. The optometrist is essentially a member of the health team. In this respect he has much in common with the doctors of medicine and dentistry, the social worker, the physical and occupational therapists, the dietitian, and others whose concern is not primarily monetary remuneration but a sincere desire to be of service to all mankind.

As in other professions, the "call" to service, though necessary, is not totally sufficient, for the individual should possess an aptitude for the subject matter. Besides a facility for mathematics and science, the prospective optometry student should have a goodly amount of manual dexterity.

All accredited schools of optometry demand five years of specialized post-high school training. Most of the optometry colleges offer only three or four years of this specialized training. Consequently, it becomes necessary for prospective matriculants to acquire one or two years of specific pre-optometry courses in a college of liberal arts and sciences. Pre-optometry requirements would also make it necessary that high school preparation include elementary algebra, plane geometry, intermediate algebra, general science, biology, and chemistry or physics or both. Foreign language would also be a requirement, as well as the usual program of English and social studies.

COURSES. Subject matter of the pre-optometry curriculum, though not standardized for the different schools, usually consists of English, language, social science, college algebra, trigonometry (if not taken on the high school level), analytical geometry, calculus, chemistry (general, organic, and physiological), bacteriology, biology, physics and comparative anatomy. The professional courses available for the third, fourth, and fifth year include work in human anatomy, physiology, visual psychology, general pathology, motor vision, remedial reading, and vision training.

DEGREES. There is also a lack of standardization in the titles of degrees earned in schools of optometry. At the present time, the American Optometry Association is endeavoring to clarify this situation. Most schools of optometry award the degree of O.D. (Doctor of Optometry) to their successful graduates. Also available are Bachelor of Science in Optometry and Master of Optometry degrees. According to the *United States Occupational Handbook* (1951), graduate schools of two universities offer programs in optometry which lead to degrees of Master of Science and the Ph.D. These programs are primarily concerned with preparing the individual for a teaching career in the field of optometry and research work in physiological optics.

The different states have varied laws concerning the recognition of degrees of optometry. New York State law provides for two degrees in optometry, Opt.D. (Doctor of Optometry) and D.O.S. (Doctor of Optometric Science), each of which is a two-year graduate degree beyond the four-year college course. A student should consult state requirements before selecting an institution for training.

ACCREDITATION. The Council on Education and Professional Guidance of the American Optometric Association, 4030 Chouteau Avenue, St. Louis 10, Missouri, is the nationally recognized accrediting agency of the profession.

TUITION. The total sum paid by students in accredited optometric colleges in tuition fees is estimated to average about $2,950 for five years. The lowest tuition per year is approximately $300, the highest is $1,000, and the average is $590. Living costs have increased to a great extent in the past few years and vary considerably according to available accomodations.

SCHOLARSHIPS. According to *Your Opportunity* (1952), the American Optometric Foundation, 205 Andrews Building, Spartansburg, S. C., "provides loans, scholarships and fellowships to students; to make grants for writing and publishing textbooks for optometry and to aid them in setting up professional practices." It should be remembered that optometry degree candidates in the pre-optometric curricula of colleges of arts and sciences and those pursuing professional studies in universities are eligible to compete for available university and college scholarships.

LICENSURE. Practicing the profession of optometry is regulated by law in every state and the District of Columbia. It is therefore necessary, after the student has successfully completed his studies in optometry, to pass a series of state board examinations in order to procure a license to practice. Unfortunately, there is no uniformity or standardization of state laws governing the practice of optometry, though several states have reciprocal agreements for licensing Know what the laws are in the state where you want to practice *before* you start your training.

RESTRICTIONS. The ratio of optometric practitioners to population varies from one to 5,000 in states such as California, Oregon, and Missouri, to one to 15,000 in some of the southern states. Although it is true that the rural population seems to need the services of optometrists and oculists to a lesser degree than urban residents, owing no doubt to the differences in work practices, there still is no gainsaying the fact that approximately 70 million people suffer from varying degrees of visual impairment, and the majority of them are unattended. Today there are 21,939 registered optometrists. The American Optometric Association estimates that a minimum of 25,000 optometrists is needed to serve the needs of our growing population.

There are no restrictions against women except those of cultural habit. Actually, women are finding increasing opportunities in the profession, especially in the field of visual training for children. Currently, 10 per cent of the students in schools of optometry are women.

JOBS. About 85 per cent of optometrists are self-employed. Most optometrists devote themselves to the general practice of examining eyes so as to correct refractive errors. Others have more specialized functions, such as fitting the near-blind with telescopic lenses. Other fields include remedial work with vehicle operators concerning driving problems and the dissipation of visual hazards on public thoroughfares. Many optometrists take part in industrial optometry programs, which are concerned not only with proper lighting facilities but with the prescription of corrective and protective optical appliances necessary for a specific type of employment.

SALARIES. Because the majority of optometrists are self-employed, factors other than mere technical skill determine the amount of remuneration the practitioner can expect. However, on the whole, average incomes of optometrists compare favorably with those of most other professional people, especially those in the health field.

TRENDS. Because expansion in the field of optometry is expected to continue for some time, excellent opportunities will exist for the greater part of the present decade. However, there is always the possibility that large numbers of new entrants may create an intensive competition for desirable locations.

It is likely that there will be an increasing number of employment opportunities in the profession of optometry because of: (1) population increase; (2) growing awareness through education and emphasis on health and safety measures that the protection of visual acuity and health is of primary importance to each individual; and (3) positive correlation between increased life expectancy and the need for glasses.

Elderly people are forming a larger percentage of the population. This trend in itself should insure an increased need for corrective optical devices and guarantee the profession a lucrative source of income.

OPTOMETRY

American Optometric Association
Council on Optometric Education
Accredited Schools and Colleges of Optometry, 1957

CALIFORNIA
  Los Angeles College of Optometry, Los Angeles.
  University of California, Berkeley.
ILLINOIS
  Illinois College of Optometry, Chicago.
INDIANA
  Indiana University, Bloomington.
MASSACHUSETTS
  Massachusetts College of Optometry, Boston.
OHIO
  Ohio State University, Columbus.
OREGON
  Pacific University, Forest Grove.
PENNSYLVANIA
  Pennsylvania State College of Optometry, Philadelphia.
TENNESSEE
  Southern College of Optometry, Memphis.
TEXAS
  University of Houston, Houston

CANADA

ONTARIO
  College of Optometry of Ontario, Toronto.
QUEBEC
  University of Montreal, Montreal.

OSTEOPATHY

This branch of the healing arts teaches that the body is a vital mechanical organism whose structural and functional components are co-ordinate and interdependent. Therefore, structural pathologies are basic in the etiology, pathology, diagnosis, prognosis, and treatment of disease. Osteopathic education of physicians and surgeons stresses the importance of this orientation and emphasizes the use of manipulation for detection and correction of faulty relationships between bones, muscles, blood vessels, nerves, and other tissues.

All of the procedures of medical science consisting of surgery, obstetrics, the use of drugs, and the several diagnostic and therapeutic techniques are fundamental in the training of the osteopath. It is only the manipulative methods which differentiate it from the more common forms of medical practice.

The medical profession, the bulk of which is made up of M.D.'s, has ever jealously and zealously guarded the confines of the area of its professional endeavor, quick to expose any attempt of quackery by so-called unqualified groups to gain acceptance as diagnosticians and therapists.

It is a debatable point whether osteopathic medical education was sufficiently qualifying in the days of its inception (1874) when compared to the general medical education then available. At present educational requirements and training are as profound as in the field of classical medicine; there is more acceptance today by bodies of medical doctors. Osteopathic groups are not overly anxious to amalgamate with medical associations but seem to prefer to keep their special identities.

QUALIFICATIONS. The qualifications of the osteopathic candidate can be divided into two sections, personal and academic. Personal qualifications are important in osteopathy. Ethical requirements, which are fundamental character expressions of the individual and his culture, are, of course, salient testing points for qualification. Here we shall be immediately concerned with only three personal qualifications: (1) understanding of the osteopathic concept, (2) health, and (3) mechanical sense.

Without an understanding of the osteopathic concept, which should also include a belief in the soundness of the scientific principle of structural integrity in relation to normal function, the student places himself at an obvious disadvantage. Looking for a point of reference in order to discover belief has its merits in many subject areas, but this is not so in a schismatic precinct of medical knowledge.

Health is relative. One may have good office health but inferior normal health. Although all medical study and practice demands vigorous health, this is especially true of the osteopath; his manipulative techniques can call for large expenditures of physical energy.

Mechanical sense would include the ability to recognize spatial relationships and structural deviation from the norm. Along with this sense it would be necessary to possess a sufficient amount of manual dexterity with which to correct such deviations.

Academically, osteopathic requirements are met on three levels of schooling: (1) high school, (2) pre-professional, and (3) professional.

According to the American Osteopathic Association, the following high school credits are acceptable to that body: "15 units in an accredited high school including English 3, math 2, at least 7 chosen from science, history, additional English, math, or foreign language and 3 units of electives, or the equivalent of such high school units acceptable for matriculation as a candidate for a bachelor's degree in any accredited college or university."

As for pre-professional training, the minimum requirement for matriculation in a college of osteopathy is the successful completion of two years of liberal arts and science training. The Bureau of Professional Education and Colleges of the A.O.A. recommends that pre-osteopathic students complete three years of work. The length of pre-osteopathic study could be a determining factor, among others, for the gaining of admission for professional study, when one considers that there are always more applicants for training than available vacancies.

A number of liberal arts and science institutions confer the baccalaureate degree upon students who have completed three years of satisfactory work and then complete a year of successful work at an approved college of osteopathy.

In the way of professional training, accredited osteopathic colleges require at least 4,000 hours of attendance during four academic years. The curriculum is similar to that of any medical school, with the addition of courses of osteopathic medicine. The particular orientation of osteopathic medicine is most apparent in the areas of applied anatomy and physiology, structural pathology, and osteopathic manipulative techniques.

DEGREES. The only degree issued by an approved osteopathic college is the D.O. (Doctor of Osteopathy). This degree from an approved institution qualifies the recipient to take the licensing examination.

ACCREDITATION. The Bureau of Professional Education and Colleges of the A.O.A. is recognized by the U.S. Office of Education, by the American Council on Education, and by a majority of state boards of licensure as the only accrediting agency for colleges of osteopathy. As in other professional fields, the accrediting agency takes a zealous stand in its upholding of high educational standards. The American Osteopathic Association is located at 212 East Ohio Street, Chicago 11, Illinois.

SCHOLARSHIPS. The Auxiliary to the American Osteopathic Association inaugurated a scholarship program in 1949. This group is responsible for the distribution of five osteopathic scholarships of $1,000 each, awarded annually. The scholarships are offered at the rate of $500 per year for the first two years of professional study. An applicant must receive at least tentative acceptance from an accredited osteopathic college before he is eligible to apply for a scholarship. Factors considered in making these awards are the quality and length of pre-professional training, personality, interest, and motivation toward osteopathic medicine.

The American Osteopathic Association also maintains a student loan fund, to which students who satisfy the Association of their financial need may apply. These students must be in the last two years of study in an accredited school of osteopathy.

LICENSURE. All states and the District of Columbia now recognize and regulate the practice of osteopathy. Legal recognition began in 1896, when Vermont passed the first state law regulating its practice.

RESTRICTIONS. Students in osteopathic colleges must be at least 21 years of age at the time of graduation. The basis for this ruling is that the young may lack the maturity necessary for the adequate performance of general osteopathic practice. Although no arbitrary limit is set on the other end of the age scale, being too old could be an inhibiting factor for matriculation.

Women as well as men are eligible for matriculation and practice. More than 1,500 women are in practice as osteopathic physicians in the United States. This represents about 8 per cent of the entire profession. Female osteopaths are officials in professional groups and occupy places on the faculties of osteopathic colleges and staffs of osteopathic hospitals. Many of the women osteopaths go in for such specialties as pediatrics, obstetrics, and gynecology.

JOBS. One of the practical considerations in the study of osteopathy is that is it not an overcrowded profession. In a census taken by the A.O.A. in 1948, it was determined that there were 11,248 practicing osteopathic physicians and surgeons in the United States, or one for each 12,139 persons. The ratio of osteopaths to doctors was 1 to 18. Judged on a purely numerical basis, there is plenty of room for new practitioners. But the ratio of osteopaths to medical doctors is just as significant. The ratio in New York State is 1 to 51.

The opportunity for osteopathic physicians will increase for two fundamental reasons: first, the growing shortage of medical doctors, and second, the increasing knowledge of the laity regarding the legitimacy of the profession, following upon the legal recognition the federal government and the states have given osteopathic medicine.

OSTEOPATHY

American Osteopathic Association
Accredited Colleges of Osteopathy, 1957

CALIFORNIA
  College of Osteopathic Physicians and Surgeons, Los Angeles.
ILLINOIS
  Chicago College of Osteopathy, Chicago.
IOWA
  Des Moines Still College of Osteopathy and Surgery, Des Moines.
MISSOURI
  Kansas City College of Osteopathy and Surgery, Kansas City.
  Kirksville College of Osteopathy and Surgery, Kirksville.
PENNSYLVANIA
  Philadelphia College of Osteopathy, Philadelphia.

PHARMACY

Perhaps you have wondered why the average pharmacy in the United States resembles a general or department store more than an apothecary's shop. Or why the pharmacist, who by definition is well versed in pharmaceutical chemistry, must also, if he hopes to be a success, be aware of the marketing potential of the very latest in alarm clocks. This paradoxical state of affairs is a cultural manifestation of the American public, which, it seems, insists upon obtaining its drug and sick-room needs right in the neighborhood. Consequently, two things have occurred: the profession of pharmacy is practiced almost exclusively in shops, and these shops are not devoted exclusively to the compounding of prescriptions. Both of these manifestations are economic in origin and call for some clarification to dispel the misinformation that is currently popular.

Rather than connoting overcommercialization, the first circumstance gives the user an immediate source of essential drugs and related needs in times of emergency at a place easily accessible. The subsidization of the vast majority of pharmacies by the sale of unrelated supplies makes it possible for their basic function of health services not to be impaired by a paucity of available capital, especially in large cities where high rents and overhead are usually associated with strategic location.

Regardless of the type of activity, every pharmacy must be in the charge of a licensed or registered pharmacist and, what is just as important, must be equipped to offer pharmaceutical service ordinarily given in the community where it is located.

SCHOLASTIC QUALIFICATIONS. Pharmacy, according to Guidance Leaflet No. 14, of the U. S. Office of Education (1949), "as practiced in all of its branches, embraces the collection, identification, preservation, analysis, and standardization of drugs, medicines. It also includes the synthesis of medicinal chemicals, and the preparation of biological products." Therefore, as can be seen, a knowledge of the physical, chemical, and biological sciences is essential. High school curricula should contain, where possible, physics, chemistry, botany, biology, and zoology. Many colleges demand 16 units of high school credit, of which at least 2 must be in mathematics, such as elementary algebra, intermediate algebra, and plane geometry.

The American Association of Colleges of Pharmacy requires that no more than one year of credit be given to any student applying for advanced standing from any institution other than an accredited college of pharmacy. This means that a student must spend three years of resident study in a college of pharmacy before he can be awarded the B.S. in Pharmacy degree. Some colleges require pre-pharmacy training on the college level. The University of Wisconsin requires one year in letters and science before matriculation in pharmacy, and Ohio State University requires two years of college work.

PERSONALITY REQUIREMENTS. According to the U. S. Office of Education, the services the pharmacist renders are so important, and many of the substances he handles are so dangerous, that five traits of character and personality should constantly control his actions: accuracy, honesty, dependability, professional technique, and cleanliness. Students who do not possess these traits are not likely to succeed as pharmacists and may bring themselves into conflict with many laws governing pharmacy.

ACCREDITATION. The American Council on Pharmaceutical Education is the national accrediting agency for schools and colleges of pharmacy. The address is 77 West Washington Street, Chicago 2, Illinois. Instruction in pharmacy is offered by nearly all of our state universities and by some state colleges.

COURSES. The accepted pharmacy curriculum requires for graduation not less than 3,200 clock hours of instruction, of which at least 1,300 hours shall consist of laboratory work, to be given with a period of not less than 128 weeks, exclusive of holidays and vacations, and over a minimum of five days per week. The degree of Bachelor of Science in Pharmacy (B.S. in Pharm.), and this degree only, may be given for the completion of the four-year curriculum. The Master of Science in Pharmacy, or Master of Science without designation, and Doctor of Philosophy with a major in pharmacy are graduate degrees offered in several institutions.

SCHOLARSHIPS AND FELLOWSHIPS. Virtually all schools of pharmacy offer various scholarships. Detailed information may be obtained directly from the colleges.

To stimulate students with necessary qualifications and interest in preparing themselves for research and teaching, the American Foundation for Pharmaceutical Education has made available a number of graduate fellowships. Opportunities in the research laboratories of the drug industry, on the teaching staffs of the college of pharmacy, and in administrative and research positions in the government and private institutions are numerous, and well-qualified students are being actively sought for graduate instruction to fit them for these important positions.

LICENSURE. The educational requirement for licensure, except in Vermont, Nevada, and the territory of Alaska, is college graduation. In the two states and the territory mentioned, high school graduation plus a certain amount of practical experience, determined by the authorities, are deemed sufficient.

Of the 46 states and the District of Columbia requiring college graduation, all but three states (Rhode Island, Mississippi, and Washington) and the territory of Puerto Rico also require a certain amount of practical experience, varying from one to four years. Many states credit time spent in pharmacy college toward fulfillment of the practical experience requirement, as a result of the increased practical training provided in the four-year course. Much of this experience can be secured during vacation periods except in states requiring that the experience be obtained after graduation.

All applicants for licensure must be at least 21 years of age. There appears to be no upper limit, although some colleges state that they prefer students who are under 35.

JOB OPPORTUNITIES. On January 1, 1954, 94,710 registered pharmacists (or 88.8 per cent of all registered pharmacists in the United States) were employed in retail pharmacies. Private ownership is profitable when the location is chosen with consideration for population and competition, and when dependable service is given and business principles applied.

Hospitals provide pharmaceutical departments in charge of pharmacists. On January 1, 1954, 3.7 per cent of all registered pharmacists were working in hospitals. Manufacturing pharmacists, drug manufacturers, and industrial laboratories employ pharmacists as executives and representatives and for control and research work involving medicines, drugs, cosmetics, vaccines, and similar products; the wholesale and manufacturing druggists employ trained men as representatives; publishers also have openings for experienced pharmacists; and many pharmacists are engaged in pharmaceutical education.

The federal government employs pharmacists in the Army, Navy, the Public Health Service, the Bureau of Narcotics, the Food and Drug Administration, the Veterans Administration, and in other agencies.

With an attrition rate of about 3 per cent, there is a need of 3,300 new pharmacists annually. The number of graduates of pharmacy in 1954 was not greatly in excess of the replacement need, nor was it sufficient to fill all the positions for which the services of a pharmacist are required or sought.

SALARIES. Incomes of pharmacists vary in different sections of the country. Even in the same city, earnings vary according to the location of a pharmacy and the volume of business. There are no current salary studies available concerning pharmacists in general. It may be said, however, that in large metropolitan areas, such as New York City, new graduates entering the field earn about $75 per week. More experienced men earn from $90 to $110 per week. Civil service rates of pay are comparable to those of other professionals.

RESTRICTIONS. There is no basic restriction, except personal preference, against women in the profession of pharmacy. About 4 per cent of practicing pharmacists are women. They hold positions in hospitals, laboratories, in the various government services, and in pharmacies. Occasionally they are managers or proprietors of pharmacies. In some colleges they serve as instructors. Although physical limitations for women pharmacists are few, certain states ban night work for women in drug stores.

TRENDS. Although many pharmacists are entrepreneurs, a large number are salaried employees. The working hours for both have improved. The druggist who tends shop from early in the morning until late at night, six or seven days a week, has become a legendary figure. Even the independent proprietor has pooled his time resources with his neighborhood competitors so that, by agreement, his shop is closed on Sunday. The opportunities for the future appear to be favorable.

PHARMACY

American Council on Pharmaceutical Education
Accredited Colleges of Pharmacy, July, 1956

ALABAMA
- Alabama Polytechnic Institute, Auburn.
- Howard College, Birmingham.

ARIZONA
- University of Arizona, Tucson.

ARKANSAS
- University of Arkansas, Little Rock.

CALIFORNIA
- University of California, San Francisco.
- University of Southern California, Los Angeles.

COLORADO
- University of Colorado, Boulder.

CONNECTICUT
- University of Connecticut, Storrs.

DISTRICT OF COLUMBIA
- George Washington University, Washington.
- Howard University, Washington.

FLORIDA
- University of Florida, Gainesville.
- Florida Agricultural and Mechanical University, Tallahassee.

GEORGIA
- Southern College of Pharmacy, Atlanta.*
- University of Georgia, Athens.

IDAHO
- Idaho State College, Pocatello.

ILLINOIS
- University of Illinois, Chicago.

INDIANA
- Butler University, Indianapolis.
- Purdue University, Lafayette.

IOWA
- Drake University, Des Moines.
- State University of Iowa, Iowa City.

KANSAS
- University of Kansas, Lawrence.

KENTUCKY
- University of Kentucky, Louisville.

LOUISIANA
- Loyola University, New Orleans.
- Xavier University, New Orleans.

MARYLAND
- University of Maryland, Baltimore.

MASSACHUSETTS
- Massachusetts College of Pharmacy, Boston
- New England College of Pharmacy, Boston.*

MICHIGAN
- Detroit Institute of Technology, Detroit.*
- Ferris Institute, Big Rapids.
- University of Michigan, Ann Arbor.
- Wayne State University, Detroit.

MINNESOTA
- University of Minnesota, Minneapolis.

MISSISSIPPI
- University of Mississippi, University.

MISSOURI
- St. Louis College of Pharmacy and Allied Sciences, St. Louis.
- University of Kansas City, Kansas City.

MONTANA
- Montana State University, Missoula.

NEBRASKA
- Creighton University, Omaha.
- University of Nebraska, Lincoln.

NEW JERSEY
- Rutgers University, Newark.

NEW MEXICO
- University of New Mexico, Albuquerque.

NEW YORK
- Columbia University, New York.
- Fordham University, New York.
- Long Island University (Brooklyn College of Pharmacy), Brooklyn.
- St. John's University, Brooklyn.
- Union College and University, Albany.
- University of Buffalo, Buffalo.

NORTH CAROLINA
- University of North Carolina, Chapel Hill.

NORTH DAKOTA
- North Dakota Agricultural College, Fargo.

OHIO
- Ohio Northern University, Ada.
- Ohio State University, Columbus.
- University of Cincinnati, Cincinnati.
- University of Toledo, Toledo.

OKLAHOMA
- Southwestern State College, Weatherford.
- University of Oklahoma, Norman.

OREGON
- Oregon State College, Corvallis.

PENNSYLVANIA
- Duquesne University, Pittsburgh.

Philadelphia College of Pharmacy and Science, Philadelphia.
Temple University, Philadelphia.
University of Pittsburgh, Pittsburgh.

PUERTO RICO
University of Puerto Rico, Rio Piedras.

RHODE ISLAND
Rhode Island College of Pharmacy and Allied Sciences, Providence.*

SOUTH CAROLINA
Medical College of South Carolina, Charleston.
University of South Carolina, Columbia.

SOUTH DAKOTA
South Dakota State College of Agriculture and Mechanic Arts, Brookings.

TENNESSEE
University of Tennessee, Memphis.

TEXAS
Texas Southern University, Houston.
University of Houston, Houston.
University of Texas, Austin.

UTAH
University of Utah, Salt Lake City.

VIRGINIA
Medical College of Virginia, Richmond.

WASHINGTON
State College of Washington, Pullman.
University of Washington, Seattle.

WEST VIRGINIA
West Virginia University, Morgantown.

WISCONSIN
University of Wisconsin, Madison.

WYOMING
University of Wyoming, Laramie.

PHYSICAL THERAPY

The physical therapist is a salient part of a medical team. According to *The Job of the Physical Therapist*, published by the American Physical Therapy Association, the physical therapist "treats disease and injury by physical means such as heat, light, water, electricity, massage, and therapeutic exercise (including physical rehabilitation procedures such as gait training and instruction in other functional activities)."

It is important to remember that the therapist does not employ treatment that demands the utilization of X-ray, radium, or electrosurgery. The procedures that the therapist finds efficacious are always carried out upon the prescription of a physician.

The general duties of the physical therapist, according to *The Job of the Physical Therapist*, include: (1) administration of diagnostic tests, and treatment prescribed by the physician; (2) instruction of patients' families or others who will continue treatment in the home; (3) attendance at ward rounds and clinics; (4) demonstration of physical therapy procedures and correlation of this phase of treatment with those of other services such as occupational therapy and nursing; (5) maintenance of appropriate records and administrative duties, as required; and (6) instruction of physical therapy students, students of allied professions, and non-professional personnel concerned with the care of the patient.

QUALIFICATIONS. Above all, manual dexterity and a comprehensive background are needed. Not only must the student promote technical efficiency in physical rehabilitation procedures, but he must also possess the ability to gain rapport with the patient and, where necessary, with the family circle. This latter concept is a salient feature of the physical therapy skill because it ofttimes deals with re-educative aspects. Muscle re-education or the use of prosthetic devices, to mention two examples, may be utilized effectively in the home environment.

COURSES. Physical therapy education may be of two types: (1) A four-year college course including physical therapy training at one of the 36 schools approved by the Council on Medical Education and Hospitals of the American Medical Association; or (2) A Certificate Course, which requires for acceptance either a degree in physical education from an accredited school, a nurse's diploma, or two or three years of college education including specific biological and physical science prerequisites. All degree holders must have had appropriate science courses at accredited schools. The Certificate Course requires a minimum of 12, in some instances 16, months of specialized training. The council's address is 535 North Michigan Avenue, Chicago 11, Illinois.

The minimum requirements of the Certificate Course demanded by the American Medical Association is 1,200 clock hours. For the physical therapy majors in a degree course (including applied sciences), the minimum requirements are 34 semester-hours. Approximately 41 per cent of the time is spent in the applied sciences (anatomy and kinesiology, physiology, psychology, and pathology) and clinical subjects with their application to physical therapy (medicine, neurology, orthopedics, psychiatry, and surgery).

This gives the student a knowledge of the structure and function of the human organism and the effects upon it of pathology and injury. The remainder of the time is spent in physical therapy procedure, ethics and administration, and supervised clinical practice. The physical therapy procedures are concerned with muscle testing, body mechanics, massage, heat, radiation, water, electricity, and exercise therapy. This also requires practice in the utilization of several types of mechanical equipment that contribute to the patient's recovery.

SCHOLARSHIPS. Loans and scholarships of various types are available to physical therapy students who require financial assistance in order to pursue their studies. The bulk of financial assistance in this field is subsidized by the National Foundation for Infantile Paralysis, 120 Broadway, New York City, and all scholarship information should be secured from it.

National Foundation scholarships cover only the approved physical therapy courses or the senior year of the four-year degree courses. They do not cover any of the prerequisite work, or work toward a degree after a physical therapy certificate has been obtained, although the Foundation recommends that all applicants without a baccalaureate degree become candidates for it.

TUITION. According to the American Physical Therapy Association, annual tuition for training as a physical therapist ranges from $67 for residents in a state university to $757 in a private university program. Training while in military service is free.

RESTRICTIONS. Age is a factor in the screening of applicants in many schools. The Children's Hospital Society School of Physical Therapy insists that all applicants must be under 36 years of age. The State University of Iowa demands that applicants must be under 30. The University of Pennsylvania's Division of Physical Therapy of the School of Auxiliary Medical Services requires that all applicants be under 35, as does the Cleveland Clinic. The limits set by the United States Army's Field Service School are 21 to 28.

There are no professional restrictions in regard to the sex of the therapists. Approximately 80 per cent of the qualified physical therapists are women. The increase in the number of male physical therapist graduates since World War II amounts to about 20 per cent. From one-third to one-half of the graduates of the last two years have been men. Most schools are coeducational.

JOB OPPORTUNITIES. According to the Americal Physical Therapy Association, the need for additional personnel in this profession is just as acute as it is in the various allied medical fields. There is still a tremendous demand for qualified workers in doctors' offices, rehabilitation centers, industrial clinics, the U. S. Public Health Service, the Veterans Administration, the military service agencies for handicapped children, and educational and research organizations.

---

* *Provisional*

In a survey of 6,000 hospitals made by the American Hospital Association, it was ascertained that 5,219 physical therapists were pursuing their professional duties under these auspices. At the same time 1,940 job vacancies were recorded. It was believed on the strength of this investigation that the next five years would increase the need for professional physical therapists to a figure of 3,323 beyond the present requirement.

Potentially rewarding teaching situations exist in this field for those who prepare themselves to enter this young, useful, and vigorous profession and who would find it rewarding to improve the welfare of the community.

Registration of qualified therapists is important for professional status. The American Registry of Physical Therapists, 30 North Michigan Avenue, Chicago 2, Illinois, is the association in the field.

TRENDS. As in other fields, remuneration is a variable factor. There has been a trend, motivated primarily by the American Physical Therapy Association, to raise the base pay of the therapist so that he can maintain himself in his community without resorting to extra income-producing activity.

There also has been a trend, though it is only in its beginning stages, to relieve the therapist of non-professional duties so that maximum professional service will be available. This is an important consideration in view of the existing shortage of qualified physical therapists.

In the field of education, there has been a growing requirement for laboratory courses in the biological and physical sciences. Also, the total number of schools having Certificate Courses in 1945 was 32 and in 1952, 23, a gradual reduction in this type of curriculum offering. On the other hand, the degree courses increased from 7 in 1945 to 20 in 1952, indicating the emphasis which is now placed on this type of program. The total number of schools in 1945 was 32, including 8 army schools, whereas in 1954 the total was 36, including 4 army schools.

PHYSICAL THERAPY

American Medical Association
Council on Medical Education and Hospitals
Approved Schools, September, 1956

CALIFORNIA
- Children's Hospital, Los Angeles.
- College of Medical Evangelists, Los Angeles.
- Stanford University, Stanford.
- University of California, San Francisco.
- University of Southern California, Los Angeles.

COLORADO
- University of Colorado, Denver.

CONNECTICUT
- University of Connecticut, Storrs.

ILLINOIS
- Northwestern University, Chicago.

IOWA
- State University of Iowa, Iowa City.

KANSAS
- University of Kansas, Kansas City.

LOUISIANA
- Charity Hospital of Louisiana, New Orleans.

MASSACHUSETTS
- Boston University, Cambridge.
- Bouvé—Boston School (affiliated with Tufts University), Medford.
- Simmons College, Boston.

MICHIGAN
- University of Michigan, Ann Arbor.

MINNESOTA
- Mayo Clinic, Rochester.
- University of Minnesota, Minneapolis.

MISSOURI
- St. Louis University, St. Louis.
- Washington University, St. Louis.

NEW YORK
- Columbia University, New York.
- New York University, New York.
- Union College and University (Albany Hospital), Albany.
- University of Buffalo, Chronic Disease Research Institute, Buffalo.

NORTH CAROLINA
- Duke University, Durham.

OHIO
- Cleveland Clinic Hospital, Cleveland.
- Ohio State University, Columbus.

OKLAHOMA
- University of Oklahoma, Oklahoma City.

PENNSYLVANIA
- D. T. Watson School of Physical Therapy, Leetsdale.
- University of Pennsylvania, Philadelphia.

PUERTO RICO
- School of Physical and Occupational Therapy of the State Insurance Fund, Santurce.

TEXAS
- Baylor University Hospital, Grady Vaughn School of Physical Therapy, Dallas.
- Hermann Hospital, Houston.
- University of Texas, Galveston.

VIRGINIA
- Medical College of Virginia, Richmond.

WISCONSIN
- Marquette University, Milwaukee.
- University of Wisconsin, Madison.

Approved Schools of Physical Therapy
Medical Department—U. S. Army

CALIFORNIA
- Letterman Army Hospital, San Francisco.

DISTRICT OF COLUMBIA
- Walter Reed Army Hospital, Washington.

TEXAS
- Medical Field Service School, Brooke Army Center, Fort Sam Houston, San Antonio.
- Brooke Army Hospital, Fort Sam Houston, San Antonio.

PUBLIC HEALTH

Public health is a field so wide in range that it embraces interesting and worth-while careers for the college graduate, the person in laboratory and sanitation work, the physician, scientist, nurse, dentist, educator, engineer, administrator, and executive as well. Its multiplicity and variety offer persons of widely varying talents and educational backgrounds great opportunities in almost any section of the country. Since the public health field is so essential to the well-being of people everywhere, it is a career of value to the community and offers a source of personal satisfaction as well.

The over-all goal is the preservation of good health by the prevention of illness and the spread of disease. This purpose is accomplished by explaining the facts of sanitary and medical science to the population; by securing the understanding and participation of people; by promulgating rules and regulations which induce people to apply these facts to everyday living; and by serving the public through nursing services, research, and active control.

Public health services in the United States are conducted by federal, state, and local health departments, boards of education, voluntary health agencies, welfare institutions, and even some types of commercial firms and industries. The U. S. Public Health Service is the principal agent of the federal government for protecting the nation's health, but every state in the union has its Department of Health, and at the local level there are the city and county Health Departments. In addition, there are civilian agencies too numerous to mention.

QUALIFICATIONS. Personal qualifications for public health work vary with the type of work performed. In general, careers in this field appeal strongly to persons who enjoy working with people, have the welfare of others at heart, and want to play their part in helping communities secure better living conditions and more healthful surroundings for all the people. Public health people deal constantly with persons representing a cross-section of American life and work as a team, frequently at irregular and perhaps for long hours. Hence, good health, sound judgment, willingness to work hard, and the ability to get along with people are desirable, if not necessary, qualifications.

The scientist in public health work must possess great accuracy, persistence, and the ability to pursue the great details of research. The health officer requires an administrative capability. The public health engineer is a technician and an engineering graduate. The public health analyst works with figures. The sanitarian's interest leads him outdoors in studying and inspecting problems affecting health. Most positions require a college degree and some postgraduate work, and the individual professions and specialists involved require their own particular degrees.

COURSES. Courses vary with the individual school and according to a particular curriculum desired, planned to meet the individual's needs. Curricula are available in such fields as public health nursing, mental health, hospital administration, sanitation, and maternal and child health, and cover field training, research, and community service.

DEGREES. Degrees required will vary with positions sought. Public health nurses must pursue a two-to-three-year course in an accredited school of nursing and have postgraduate training in public health nursing after high school graduation. A supervisor of staff nurses should have a baccalaureate degree. In the research fields, postgraduate work toward the master's or doctor's degree is necessary for advancement.

Dentists, physicians, veterinarians, psychologists, public health engineers, and other specialists require degrees. The psychologist, for example, requires a minimum of a bachelor's degree in psychology and generally the master's degree. The nutritionist must have a bachelor's degree in foods and nutrition. Public health engineers must have a bachelor's degree from a college or university offering an engineering curriculum and including courses in sanitation or public health engineering.

SCHOLARSHIPS. In the field of public health, there are no undergraduate scholarships listed. However, a few fellowships are available. The University of California offers 25 fellowships worth $2,000 each. Vassar College lists one fellowship of $2,500. A number of scholarships are available in related fields, such as nursing.

LICENSES. Some of the positions in this field, depending on the nature of the work involved, require licenses. Registered professional nurses must have a license issued by the state Board of Examiners. Provision is made in the laws of most states for granting licenses or certificates of registration without examination to a nurse registered in another state if qualifications are equivalent in both states. The medical professional fields, such as dentistry and pharmacy, all require special licenses. Medical laboratory technicians register with the Registry of Medical Technologists, and medical X-ray technicians belong to the American Registry of X-Ray Technicians. Dental hygienists are licensed by the state Board of Dental Examiners in each of 45 states. Physical therapists register with the American Registry, or belong to the American Physical Therapy Association. Occupational therapists register with the American Occupational Therapy Association by passing an examination.

RESTRICTIONS. The public health field offers more diversity of opportunity to women than any other field, with the possible exception of teaching. Public health nurses make up the largest professional group in the public health field, and in the other related professional positions for women, public health is a major vocational field. Although a small percentage of physicians and pharmacists are women, the great majority of medical laboratory technicians and medical X-ray technicians are women, according to a survey of health service occupations undertaken by the U. S. Department of Labor in 1949. Such positions as dietitian, dental hygienist, physical therapist, occupational therapist, and medical librarian have been filled almost solely by women. In public health education, men and women are on a par. There are probably more opportunities in this field for minority groups than in other professions.

JOBS. Health service occupations engaged more than a million persons in 1940 and have grown considerably since. More than half a million women workers are found in the public health field, and more women today are adopting this field as their vocation than ever before. Health services are given in a wide variety of places, including hospitals, sanitariums, clinics, laboratories, pharmacies, nursing homes, health and hygiene agencies, industrial plants, offices of physicians and members of the other medical professions, and private homes.

Work in this broad field is to be found in every state and in even the smallest towns, though employment is generally more concentrated in the crowded, wealthier sections of the country. Medicine, dentistry, and the other medical professions present opportunities for independent practice and self-employment, but most members of the other health occupations, such as nursing, have salaried positions.

A listing of some of the principal types of public health positions as indicated in *Careers in Public Health Work*, by the Institute for Research at Chicago, should serve to give a better idea of the nature of possible jobs:

HEALTH OFFICER. An executive head and administrator of a health department in city, county, or state. He enforces sanitary laws and regulations in the community, investigates outbreaks of communicable diseases, and determines the major health problems of the community he serves. Requires medical degree.

MEDICAL ADMINISTRATOR. A physician with one or more degrees who may direct some specialized programs such as child health work or tuberculosis work, venereal diseases, cancer control, mental or industrial health programs. He may serve as consultant or carry on research work.

ADMINISTRATIVE ASSOCIATE. This type of position is for the non-medical health administrator to direct activities of a non-medical nature carried on by city, county, or state Health Departments, U. S. Public Health, Veterans Administration, etc. Requires bachelor's degree in public health or in allied field.

SANITARY ENGINEER. One who is concerned with physical problems involved in environmental sanitation, and is employed by city, state, county Health Departments. He is also employed by certain industries and supervises personnel engaged in sanitation activities. Requires degree in civil engineering.

SANITARIAN. Carries on detailed field activities of public health sanitation.

PUBLIC HEALTH DENTIST. Does dental work for agencies or serves as administrator of dental health program.

HEALTH EDUCATOR. Is employed by local health department, school or voluntary agency, and the U. S. Public Health Service.

PUBLIC HEALTH STATISTICIAN. Covers vital statistics on birth, death, and sickness and is employed by all state departments of health, city departments, voluntary agencies, U. S. Public Health, and Bureau of Census.

NUTRITIONIST. Employed by Public Health Departments and voluntary health agencies for the promotion of health through a program of prevention and control of dietary deficiency diseases. Requires bachelor's degree with a major in food and nutrition.

PUBLIC HEALTH LABORATORY WORKER. Carries on research essential to a public health program. Produces or provides diagnostic, therapeutic, and prophylactic preparations. Makes examinations related to diagnosis and control of diseases of human beings, and those transmissible via domestic and wild animals.

PUBLIC HEALTH NURSE. Is concerned with the treatment of illness and disease, as well as its prevention. Serves as health teacher and nurse in the mental, emotional, and social well-being of the patient. Is a graduate registered nurse with at least one year of graduate study in public health nursing and generally one year's supervised nursing in a public health agency.

SCHOOL PHYSICIAN. Directs school health program.

INDUSTRIAL HYGIENIST. Is concerned with promoting and preserving the health of people in industry.

TRENDS. There is a steadily increasing demand in public health work for men and women with the degree of Bachelor in Health Administration or Sanitary Science. Owing to the vast expansion of public health services for the country as a whole, more professionally trained and qualified persons than are available are needed for a variety of established and classified positions. Almost a third of the population of the United States today is without health services or is inadequately served, according to the Chicago Institute of Research study. There is a great demand for women trained as public health nurses, health educators, and medical social workers. Every year brings new types of positions and new responsibilities in the field. There is a need for various types of health consultants and directors of health studies and surveys.

ACCREDITATION. The American Public Health Association, 1790 Broadway, New York 19, New York is the nationally recognized organization in the field of public health.

PUBLIC HEALTH

American Public Health Association
Accredited Institutions, 1956-57

CALIFORNIA
  University of California, Berkeley.
CONNECTICUT
  Yale University, New Haven.
LOUISIANA
  Tulane University of Louisiana, New Orleans.
MARYLAND
  Johns Hopkins University, Baltimore.
MASSACHUSETTS
  Harvard University, Boston.
MICHIGAN
  University of Michigan, Ann Arbor.
MINNESOTA
  University of Minnesota, Minneapolis.
NEW YORK
  Columbia University, New York.
NORTH CAROLINA
  University of North Carolina, Chapel Hill.
PENNSYLVANIA
  University of Pittsburgh, Pittsburgh.
PUERTO RICO
  University of Puerto Rico, San Juan.

CANADA

ONTARIO
  University of Toronto, Toronto.
QUEBEC
  University of Montreal, Montreal.

RELIGION AND THEOLOGY

The field of theology is not limited to preparation for the ministry alone, but embraces ever-widening areas of service to mankind. The three major denominations in the United States—Protestant, Roman Catholic, and Jewish—offer opportunities for service in areas stemming directly from the field of theology in addition to preparing for the ministry. Concerning the clergy, however, each denomination has a somewhat different outlook upon its duties, functions, and responsibilities.

Among the Protestant sects, the clergyman is responsible for leadership in social reform and civic improvement in addition to being charged with the spiritual welfare of the members of his parish. The Protestant clergyman is expected to serve on boards and committees of seminaries, colleges, hospitals, and other institutions which seek his counsel in formulating their policies and directing their affairs. Few of the Protestant clergymen confine themselves to religious or spiritual work alone.

The clergy of the Roman Catholic church are charged with attending to the spiritual welfare of the members of their parish. They conduct the public services of the church and administer the sacraments of baptism, penance, matrimony, and extreme unction. The Roman Catholic clergy also hear confessions, visit the sick and attend them, conduct the burial service for the dead, and console their survivors. An important part of their work is the religious instruction of the members of their congregations. When there is a parochial school attached to the church, they usually conduct classes in religion. When the parish maintains a high school, the clergy frequently teach some of the secular subjects.

QUALIFICATIONS. The personal qualifications required of the prospective student of theology, regardless of denomination, are among the highest of any profession. He must be intelligent, possessed of tact and imagination, a good speaker, and, above all, a firm believer in the optimistic outlook on life with a faith in the possibility of reclaiming wrecked human lives. He must be able to get along with other people, be honest and dependable, and have a sense of responsibility, and he must have a supreme devotion to God.

Other qualities desirable in a clergyman are concern for others, willingness to co-operate in religious and civic activities, an even temper, a desire to learn, sound judgment in sizing up people and in making decisions on social matters, a deep interest in religious ideas and ceremonies, willingness to assume responsibility for the welfare of people, and ability to command the respect and esteem of others. The prospective student of theology should be completely disinterested in the financial rewards of the profession, since he should value other rewards above these. The clergyman derives his greatest satisfaction from serving his fellow man.

In addition to the personal qualifications, the following educational qualifications, which may be satisfied in preseminary work, are required of the student of theology: (1) the ability to write and speak English clearly and correctly, gained by courses in English composition and literature; (2) the ability to think clearly, gained through courses in philosophy or logic; (3) the ability to read at least one foreign language; (4) familiarity with the natural sciences, gained by taking courses, including laboratory courses, in the sciences; and (5) familiarity with the world of human affairs, cultivated through courses in history and the social sciences.

The American Association of Theological Schools recommends that at least three-fourths of the pre-seminary work be taken in the areas of English, philosophy, Bible, history, psychology, foreign language, natural sciences, and social sciences, and that the remainder be devoted to English, philosophy, or history. In all, a four-year course leading to a degree is required of the prospective student of theology.

COURSES. Schools of theology differ considerably in the studies offered, largely on account of diverse denominational needs and viewpoints. The majority of the schools, however, offer one or more courses under various headings on the following subjects, although emphasis varies from one school to another:

- Apologetics
- Archaeology
- Church Administration
- Comparative Religions
- Ethics
- Evangelism
- Exegesis
- Greek
- Hebrew
- History of Judaism and Christianity
- Homiletics
- Liturgics
- Missions
- Music
- Philosophy of Religion
- Religious Literature
- Religious Pedagogy
- Sociology
- Theology

For the Protestant ministry, the completion of these courses requires, in most schools of theology, a period of three years. For the Roman Catholic priesthood, the course of study, exclusive of the four years of pre-seminary work, requires four years for completion. The candidate for the priesthood usually completes a junior college course and is then admitted to a two-year course corresponding to the junior and senior years of college, in which special attention is given to the study of philosophy. Following the completion of this course, the candidate is admitted to the seminary upon presentation of evidence of good character, suitability, and promise.

DEGREES. The American Association of Theological Schools has recommended to its members that the degree of Bachelor of Arts be required of all candidates for admission to theological seminaries. After the candidate has satisfactorily completed the theological course, the A.A.T.S. recommends that he be awarded the degree of Bachelor of Divinity.

Beyond the bachelor's degree, provision is made for the award of the degree of Master of Theology upon the satisfactory completion of one year's work at an accredited school of theology. For the completion of one year's work beyond that, the degree of Doctor of Theology is granted.

ACCREDITATION. Because of the wide divergence in the educational standards of the schools engaged in training candidates for the Protestant ministry, The American Association of Theological Schools in 1936 established a Commission on Accrediting whose specific duties were to maintain a list of accredited schools of theology. The mailing address of the association is c/o United Theological Seminary, 1810 Harvard Boulevard, Dayton 6, Ohio.

The American Association of Schools of Religious Education is the nationally recognized organization in the field of religious education. For information, write the association's secretary-treasurer, J. Burton Mark, Northern Theological Seminary, Chicago 12, Illinois.

For the Roman Catholic seminaries, there is no formal accrediting agency. The majority of the Roman Catholic seminaries are affiliated with the Theology Department of the Catholic University of America. Some are accredited by the regional educational association and others by state departments of education and universities. The Department of Education of the National Catholic Welfare Conference, Washington, D.C., will furnish a list of accredited Catholic seminaries upon request.

There is no formal accrediting agency for Jewish rabbinical schools. The closest approximation to one is the Synagogue Council of America. Since the Jewish seminaries and rabbinical schools have branched out in recent years to include other areas of education, it is best to apply directly to the individual school when seeking information.

SCHOLARSHIPS. There were 546 scholarships offered by Protestant seminaries in the United States in 1951, according to Bulletin No. 16 of the Federal Security Agency in the U. S. Office of Education. This figure is exclusive of those scholarships offered for religious education and Bible. In addition to the scholarships offered by the seminaries themselves, various church organizations and religious and lay societies have made provisions for scholarships for those persons interested in the study of theology and preparation for the Protestant ministry. Among these are the Women's Division of Christian Service of the Board of Missions (Methodist), 150 Fifth Avenue, New York 11, New York. This group supplies scholarships for undergraduates interested in missionary work at home and abroad. Also, the Ohio Baptist Education Society, furnishes scholarships for both men and women interested in preparation for the ministry. The address is: Ohio Baptist Education Society, c/o Denison University, Granville, Ohio. In addition to these, the United Lutheran Church in America, 231 Madison Avenue, New York 16, New York, furnishes scholarships to young women preparing themselves for service in the Lutheran Church. For those of the Jewish faith, information about scholarships and loan funds may be obtained from B'nai B'rith Hillel Foundations at american universities, 165 West 46th Street, New York 36, New York. Information about Catholic scholarships may be obtained from the National Catholic Welfare Conference, Washington, D.C.

LICENSES. There are no formal licensing procedures for the clergy as there are for other professions. There are, however, certain procedures followed in the certification of clergymen to a parish. Among the Protestant denominations, the procedure for certification after graduation from a theological seminary involves a call to a congregation or to a particular type of religious work. The denomination which issues the call generally ordains the candidate in a special ceremony. Previous to the ordination ceremony, the prospective clergyman is examined by a special committee from the denomination in which he wishes to serve. This procedure is substantially the same for clergymen of the Jewish faith.

Priests of the Roman Catholic church receive their orders from the bishop. Secular priests are assigned by him to a particular parish or diocese, and members of religious orders are assigned to posts in various parts of the United States or to foreign missions. The majority of priests work in parishes, either city or rural.

JOBS. Eligibility for positions stemming from a study of theology is not limited to the ministry alone. Theological studies will qualify the interested candidate in missionary work, religious education, church social work, the teaching of religion, and in chaplaincies for military or institutional organizations. In all of these fields of religious work, as well as in many related fields, there has been a constant need for workers. Nor are these positions restricted to men alone, although due allowance must be made for the restrictions placed upon women church workers by some faiths.

The Committee on the Ministry, Federal Council of Churches, 297 Fourth Avenue, New York 16, New York, maintains a guidance service for those interested in vocational materials on general church jobs. For those interested in missions in the United States and overseas, requests for information should be made to the Student Volunteer Movement, 156 Fifth Avenue, New York 10, New York. For information on fields related to religious work in the Roman Catholic Church, the National Catholic Welfare Conference, 1312 Massachusetts Avenue, NW., Washington, D.C., will furnish details upon request. For those of the Jewish faith, requests for information should be made to B'nai B'rith Vocational Service Bureau, 1746 M Street, NW., Washington 6, D.C.

TRENDS. Before World War II, many rural churches were without adequate leadership. There are at present not enough clergymen available to fill the religious needs of the people, especially among the 60 per cent of the population of the United States who are not affiliated with any organized church. The same need exists in the foreign missions. This shortage of trained clergy exists among all three major faiths.

One of the developments in fields related to theology is the advance of trained seminarians into the field of social work, which offers opportunities in social case work, child welfare work (in child-placement agencies, in schools, and in juvenile courts), industrial chaplaincies, and positions in education, in missions, as interdenominational workers, and as institutional chaplains.

THEOLOGY

American Association of Theological Schools
Commission on Accrediting
Accredited Members, 1956-57

CALIFORNIA
- Berkeley Baptist Divinity School, Berkeley.
- Church Divinity School of the Pacific, Berkeley.
- Pacific School of Religion, Berkeley.
- San Francisco Theological Seminary, San Anselmo.
- University of Southern California, Los Angeles.

COLORADO
- Iliff School of Theology, Denver.

CONNECTICUT
- Berkeley Divinity School, New Haven.
- Hartford Seminary Foundation, Hartford.
- Yale University, New Haven.

DISTRICT OF COLUMBIA
- Howard University, Washington.

GEORGIA
- Columbia Theological Seminary, Decatur.
- Emory University, Emory University.
- Gammon Theological Seminary, Atlanta.

ILLINOIS
- Augustana Theological Seminary, Rock Island.
- Bethany Biblical Seminary, Chicago.
- Chicago Lutheran Theological Seminary, Maywood.
- Chicago Theological Seminary, Chicago.
- Evangelical Theological Seminary, Naperville.
- Garrett Biblical Institute, Evanston.
- McCormick Theological Seminary, Chicago.
- Meadville Theological School, Chicago.
- Seabury-Western Theological Seminary, Evanston.
- University of Chicago, Chicago.

INDIANA
- Butler University, Indianapolis.

IOWA
- Drake University, Des Moines.
- University of Dubuque, Dubuque.
- Wartburg Theological Seminary, Dubuque.

KENTUCKY
- College of the Bible, Lexington.
- Louisville Presbyterian Theological Seminary, Louisville.
- Southern Baptist Theological Seminary, Louisville.

LOUISIANA
- New Orleans Baptist Theological Seminary, New Orleans.

MARYLAND
- Westminster Theological Seminary, Westminster.

MASSACHUSETTS
- Andover Newton Theological School, Newton Centre.
- Boston University, Boston.
- Episcopal Theological School, Cambridge.
- Harvard University, Cambridge.

MICHIGAN
- Calvin Theological Seminary, Grand Rapids.
- Western Theological Seminary, Holland.

MINNESOTA
- Luther Theological Seminary, St. Paul.
- Northwestern Lutheran Theological Seminary, Minneapolis.

MISSOURI
- Eden Theological Seminary, Webster Groves.

NEW JERSEY
- Drew University, Madison.
- New Brunswick Theological Seminary, New Brunswick.
- Princeton Theological Seminary, Princeton.

NEW YORK
- The Biblical Seminary in New York, New York.
- Colgate-Rochester Divinity School, Rochester.
- General Theological Seminary, New York.
- Union Theological Seminary, New York.

NORTH CAROLINA
- Duke University, Durham.

OHIO
- Capital University, Columbus.
- Kenyon College, Gambier.
- Oberlin College, Oberlin.
- United Theological Seminary, Dayton.
- Wittenberg College, Springfield.

OKLAHOMA
- Phillips University, Enid.

PENNSYLVANIA
- Crozer Theological Seminary, Chester.
- Eastern Baptist Theological Seminary, Philadelphia.
- Lutheran Theological Seminary, Gettysburg.
- Lutheran Theological Seminary, Philadelphia.
- Moravian Theological Seminary, Bethlehem.
- Pittsburgh-Xenia Theological Seminary, Pittsburgh.
- Temple University, Philadelphia.
- Theological Seminary of the Evangelical and Reformed Church, Lancaster.
- Western Theological Seminary, Pittsburgh.

SOUTH CAROLINA
- Lutheran Theological Southern Seminary, Columbia.

TENNESSEE
- Vanderbilt University, Nashville.

TEXAS
- Austin Presbyterian Theological Seminary, Austin.
- Southern Methodist University, Dallas.
- Southwestern Baptist Theological Seminary, Fort Worth.
- Texas Christian University (Brite College of the Bible), Fort Worth.

VIRGINIA
- Protestant Episcopal Theological Seminary in Virginia, Alexandria.
- Union Theological Seminary, Richmond.

WISCONSIN
- Nashotah House, Nashotah.

CANADA

ONTARIO
- Emmanuel College, Victoria University, Toronto.
- Knox College, Toronto.
- McMaster University Divinity School, Hamilton.
- Queen's Theological College, Kingston.
- Trinity College, Toronto.

QUEBEC
- McGill University, Faculty of Divinity, Montreal.

RELIGIOUS EDUCATION

American Association of Schools of Religious Education
Accredited Schools of Religious Education, 1956

CALIFORNIA
- San Francisco Theological Seminary, San Anselmo.*

CONNECTICUT
- Hartford Seminary Foundation, Hartford.*

ILLINOIS
- McCormick Theological Seminary, Chicago.*
- Northern Baptist Theological Seminary, Chicago.**

IOWA
- University of Dubuque, Dubuque.

KENTUCKY
- Asbury Theological Seminary, Wilmore.*
- Southern Baptist Theological Seminary, Louisville.*

LOUISIANA
New Orleans Baptist Theological Seminary, New Orleans.*
MASSACHUSETTS
Gordon College, Beverly Farms.
PENNSYLVANIA
Eastern Baptist Theological Seminary, Philadelphia.*
Pittsburgh-Xenia Theological Seminary, Pittsburgh.*
Theological Seminary of the Evangelical and Reformed Church, Lancaster.*
TEXAS
Southwestern Baptist Theological Seminary, Fort Worth.*
VIRGINIA
General Assembly's Training School for Lay Workers, Richmond.*

SOCIAL WORK

Although there are many ramifications to the philosophy of social work, some of which are dictated by expediency rather than a love for mankind, here is an area of endeavor that is based on helping others to help themselves.

Interpersonal relationships are a necessary concomitant of human integration, whether it be in the home, the factory, the office, the school, or the community—in short, wherever people have dealings with one another. A knowledge of the quality of these relationships is basic for successful social work practice. All academic training is designed to give the student the skills and understanding he must have to ensure, through democratic processes, socially desirable objectives in his workaday experience.

College training for the field of social work is to be found on two levels, the pre-professional course and graduate professional education.

THE PRE-PROFESSIONAL COURSE. This is an undergraduate curriculum leading to a bachelor's degree. It is usually found under the aegis of the Sociology Department and represents a comparatively new trend in social work education. Universities and colleges that present it do so either in the liberal arts branch or in schools of education. A degree in pre-professional training for social work is not a specific requisite for admission to a graduate school of social work; admittance is granted on the basis of the completion of work in other curricula. Nor should it be assumed that the earning of this degree represents sufficient academic preparation for the procurement of professional employment. The vast majority of qualified social work agencies require professional training and its concomitant master's degree. More than eighty colleges granted over 2,000 degrees in social work in 1957.

GRADUATE PROFESSIONAL EDUCATION. Just as it is important for the medical student to receive his degree from an accredited medical school, so it is just as important for the social work major to receive his professional training in an accredited school of social work. The accrediting agency in this field is Council on Social Work Education, 345 East 46th Street, New York 17, New York.

According to Ernest V. Hollis and Alice L. Taylor in *Social Work Education in the United States*, graduate schools are known as diagnostic or functional. Each school of thought endorses philosophical functionalism, but they differ sharply on the philosophy and psychology of personality development or rehabilitation. Diagnostic case work follows the theories of Freud, whereas functional case work follows the theories of Rank. The main difference is between Freud's biological orientation and Rank's postulate of the "will" as an organizing force. The outstanding example of the latter philosophy in social work education is the Pennsylvania School of Social Work.

ADMISSION REQUIREMENTS AND QUALIFICATIONS. Admission of students to the pre-professional undergraduate curriculum is usually in keeping with the academic requirements of the college. Washington Square College, the liberal arts branch of New York University, requires a high school diploma for acceptable secondary school work, as does the School of Education of the same university for matriculation in the pre-professional course for social work. The difference in entrance requirements is to be found mainly in what the schools demand as an acceptable scholastic background. For example, Washington Square College requires at least two years of foreign language credit, whereas the School of Education requires none.

Besides scholastic background, the school may require a personal interview to determine whether one has the personal qualifications necessary for this course of study. This is especially true of the University of Chicago, where the admissions committee for the pre-professional curriculum supplements the requirements set by the University. Where access to the university is feasible, interviews are easily arranged, but where applicants are geographically removed from the campus, other methods are utilized.

No specific undergraduate program is required. There is, however, a tendency on the part of administrations to prefer students whose undergraduate experience is concentrated in the humanities, social sciences, literature and language, and physical science.

Intellectual qualifications must go beyond mere intelligence and ability to absorb factual information, to include an ability to recognize the relationship between particular concepts.

Evaluation of the applicant's personal qualifications for admission is based on information about his characteristics, interest in the field, emotional balance, relationship with people, response to people, employment record, and so forth. Admissions committees usually try to identify characteristics which have positive value for training and to evaluate negative characteristics in terms of the effect the school program and the profession may be expected to have on them.

Most graduate schools of social work prefer candidates with paid social work experience, though this is not an ironbound rule. Many times they will accept experience in related fields. Fordham University's School of Social Service, in New York, will accept as little as three months' paid social work experience, and a number of schools will, if the situation requires it, accept candidates with no paid work experience.

Social work experience is often used by admissions committees as a method in the delaying of matriculation of the very young, inexperienced candidate. Because social work, more often than not, deals with the bitter aspects of human reality, actual experience in the field not only can foster emotional maturity but also can serve as valuable material in the educative process.

TUITION. Fees depend, of course, on the school. State-supported institutions are not so expensive as privately operated schools. The tuition ranges from nothing in one state-supported school to $700 per year in a private university, exclusive in both cases of miscellaneous fees.

SCHOLARSHIPS. The number of applicants is usually greatly in excess of the available scholarships. An exceptionally good academic record as an undergraduate, plus evidence of the applicant's qualifications for the field of social work, is essential in securing a scholarship. An undergraduate major in one of the social sciences is required in some instances, and when experience is required for certain scholarships, this must have been of superior quality. There are ordinarily no geographical limitations in applying for scholarships and the schools report wide distribution in applications received and scholarships awarded. A complete listing of available scholarships can be obtained from the A.A.S.S.W. It is compiled annually.

In addition to scholarship funds, many fraternal and pro-

** Graduate*
*** Graduate work also approved*

fessional organizations and women's clubs have educational funds from which they grant scholarships to students in social work.

COURSES. On the pre-professional level, education is general. It is concerned with the liberal arts, preferably with a major in the social sciences. The study of art, literature, physical science, social science, and philosophy is germane to the field of social work because these subjects can contribute to the growth and understanding of the student. Since the social worker is concerned with the entire complex range of social, economic, and psychological factors which affect the welfare of individuals and groups, this liberal education is an important asset. Toward the senior year some courses directly relating to the practice of social work are given, but these are general and non-technical in nature.

On the professional level, the curriculum consists of an integrated program of class work and supervised field instruction in a welfare agency.

The social work curriculum provides knowledge and understanding of the social services, their development, and their relation to the social order, to social change, and to community needs. It also provides knowledge and understanding of human behavior, needs, and aspirations.

JOB OPPORTUNITIES. Since social work deals with a wide range of human needs, social workers are employed in many different types of programs and agencies. Sometimes these are primarily social work agencies, such as county or state public welfare departments or private family and child welfare societies. Sometimes they are other types of institutions, such as schools, hospitals, or courts, to which social workers are attached as specialists. Since 90 per cent of social work is public, many of the opportunities lie with governmental agencies.

Income for social workers differs somewhat according to the region in which they are employed. On the national level, working conditions compare favorably with those that prevail in nursing, teaching, librarianship, and similar professions.

The Committee on Definitions and Questionnaires, National Survey of Salaries and Working Conditions in Social Work, Bureau of Labor Statistics, U. S. Department of Labor, has prepared a list of positions in the field of social work. It should prove valuable to the student.

TRENDS. Although there is no present trend for private agencies to assume the financial assistance programs which are mainly within the province of governmental agencies, there has been an increasing activity on the part of the latter to expand their services for the personality needs of clients—for example, old age recreation, child guidance, public health, and state rehabilitation.

RESTRICTIONS. According to the A.A.S.S.W., schools of social work are remarkably free of restrictions. University policy may affect freedom of admission in certain parts of the country, but on the whole schools of social work have held strongly to the position that admission is open to all qualified persons without restriction as to sex, religion, race, or nationality. For example, Catholic schools admit non-Catholic students and, as local regulations permit, the southern schools are opening their doors to an increasing number of Negro students. Sometimes a school will have a quota policy to insure attendence by a representative national group rather than complete its roster from a narrow geographical area.

Social work has been traditionally a women's profession, but in recent years, particularly since the war, increasingly large numbers of men have entered schools of social work. Today, men make up about 40 per cent of the entire student registration.

The personal qualifications of emotional maturity and capacity for change tend to impose an upper and lower age restriction on matriculation in many schools. It appears to be generally agreed that students who attempt to begin social work training at the ages of 18 to 21 do not always have sufficient life experience and emotional maturity to carry the responsibilities that normally devolve upon the social worker. The requiring of social work experience prior to admission is consequently being encouraged by schools as an aid in the maturational growth of young students. Though they do not rigidly require previous social welfare experience, schools give preference, when there are sufficient applicants, to persons who have had some experience.

On the other end of the age scale, admissions committees do not like to accept students who are approaching or are in the middle age brackets. The Pennsylvania School of Social Work has an upper age limit of 40, and the New York School pegs its limit at 35. Because this is a matter of individual peculiarity, schools have made varied exceptions in this area. To cite one example: recently the President of the Student Council of one of the eastern schools of social work had already passed her 59th year.

SOCIAL WORK

Council on Social Work Education
Commission on Accreditation
Accredited Graduate Professional Schools of Social Work, January, 1957

CALIFORNIA
- University of California, Berkeley and Los Angeles.
- University of Southern California, Los Angeles.

COLORADO
- University of Denver, Denver.

CONNECTICUT
- University of Connecticut, Hartford.

DISTRICT OF COLUMBIA
- Catholic University of America (National Catholic School of Social Service), Washington.
- Howard University, Washington.

FLORIDA
- Florida State University, Tallahassee.

GEORGIA
- Atlanta University, Atlanta.

HAWAII
- University of Hawaii, Honolulu.

ILLINOIS
- Loyola University, Chicago.
- University of Chicago, Chicago.
- University of Illinois, Urbana.

INDIANA
- Indiana University, Indianapolis.

IOWA
- State University of Iowa, Iowa City.

KANSAS
- University of Kansas, Lawrence.

KENTUCKY
- University of Louisville, Louisville.

LOUISIANA
- Louisiana State University and Agricultural and Mechanical College, Baton Rouge.
- Tulane University of Louisiana, New Orleans.

MASSACHUSETTS
- Boston College, Boston.
- Boston University, Boston.
- Simmons College, Boston.
- Smith College, Northampton.

MICHIGAN
- Michigan State University of Agriculture and Applied Science, East Lansing.
- University of Michigan, Ann Arbor.
- Wayne State University, Detroit.

MINNESOTA
- University of Minnesota, Minneapolis.

MISSOURI
- Saint Louis University, St. Louis.
- University of Missouri, Columbia.

Washington University, St. Louis.
NEBRASKA
University of Nebraska, Lincoln.
NEW YORK
Adelphi College, Garden City.
Columbia University (New York School of Social Work), New York.
Fordham University, New York.
New York University, New York.
University of Buffalo, Buffalo.
NORTH CAROLINA
University of North Carolina, Chapel Hill.
OHIO
Ohio State University, Columbus.
Western Reserve University, Cleveland.
OKLAHOMA
University of Oklahoma, Norman.
PENNSYLVANIA
Bryn Mawr College, Bryn Mawr.
University of Pennsylvania, Philadelphia.
University of Pittsburgh, Pittsburgh.
PUERTO RICO
University of Puerto Rico, Rio Piedras.
TENNESSEE
University of Tennessee, Nashville.
TEXAS
Our Lady of the Lake College, San Antonio.
University of Texas, Austin.
UTAH
University of Utah, Salt Lake City.
VIRGINIA
College of William and Mary (Richmond Professional Institute), Richmond.
WASHINGTON
University of Washington, Seattle.
WEST VIRGINIA
West Virginia University, Morgantown.
WISCONSIN
University of Wisconsin, Madison.

CANADA

BRITISH COLUMBIA
University of British Columbia, Vancouver.
MANITOBA
University of Manitoba, Winnipeg.
ONTARIO
University of Ottawa, Ottawa.
University of Toronto, Toronto.
QUEBEC
Laval University, Quebec.
McGill University, Montreal.
University of Montreal, Montreal.

SPEECH AND DRAMATIC ARTS

It is difficult to place speech as a profession in a definite category. On the undergraduate level, it is a legitimate part of the liberal arts program. In a teachers college, speech is taught as a subject necessary in the student's everyday profession. Some school systems employ teachers only if they have acceptable diction and faultless speech patterns. On the graduate level, though, speech is now a recognized subject, offering advanced degrees to the candidates.

As a major in the graduate school, speech is a relative newcomer. It was after World War I that American colleges and universities took serious note of it as a special subject. Formerly, it might have been a subdivision of the English Department, if it was considered as deserving attention at all. At that time, the University of Wisconsin offered a Doctor of Philosophy degree in this field. Wisconsin's lead was soon followed by the State University of Iowa, Cornell University, and Columbia University.

The field has grown rapidly in recent years. By 1940, only 198 doctorates and 2,248 master's degrees were awarded to speech majors. In 1952-53, the number was 121 doctor's degrees, 880 master's degrees, and 3,520 bachelor's degrees. Eighty-eight universities offer graduate work in speech. Three of these institutions have established schools of speech: Northwestern University, Syracuse University, and the University of Southern California.

ADMISSIONS. There are two programs that the high school student can explore if he is interested in speech, one on the undergraduate level and the other on the graduate. To those students who do not want to pursue speech as a profession, a major in the undergraduate liberal arts school may be sufficient. Frequently speech is combined with dramatic arts, to prepare a student for potential theatrical work. The speech major in the liberal arts college will enter college in the usual manner, and then, at the end of the second year, start his specialization. However, since all colleges do not offer majors in this field, the student should ascertain whether the college he is selecting can provide the program he desires.

Those who want to concentrate in speech as a graduate or professional subject should plan far in advance. It is not likely that the candidate will be admitted to a school of speech if he does not indicate in his undergraduate choice of subjects that he is interested and able to carry a program in this field. It is not easy to gain admittance to a graduate school offering a master's or doctor's degree in speech. The candidate should apply well in advance of opening date to make certain that he can meet the necessary requirements of the graduate school.

QUALIFICATIONS. The candidate must have a good high school record to enter one of the three speech schools; otherwise, his qualifications for the various colleges where speech is but a department will not differ greatly from requirements in the other divisions of the institution. The use of the personal interview is common; the student is expected to show promise in the field before he is admitted.

For example, the School of Speech at Northwestern University seeks 15 Carnegie units from its entering students, on the undergraduate level. These are to include English, the modern or classical foreign languages, history and the social sciences, mathematics, and the natural sciences. Four years of study are required, and the student then gets his B.S. in Speech. From that point on, whether he can enter the graduate school of speech will depend on the record he has made while an undergraduate.

The School of Speech and Dramatic Arts at Syracuse University asks for these admission requirements and qualifications: unqualified recommendation of the principal or headmaster; a scholastic aptitude test or Veterans Aptitude Test given by the College Entrance Examination Board; 16 Carnegie units, to include English, foreign language, mathematics, science, and the social sciences.

COURSES. New developments have taken place in the speech curriculum, bringing it up to date. Traditional courses, such as public speaking, debating, dramatics, and interpretation, are retained. In addition, however, the speech departments have added such subjects as voice science, speech correction, and speech pathology. Radio and television have left their imprint upon speech programs. A number of courses in radio broadcasting and program production are now included in most speech schools, as are courses in television.

Dramatic arts, as part of the speech program, has proved to be popular. Many students seek to enter a speech school because they want to learn how to act or how to be a good radio announcer. Speech is an important adjunct to many professions, and for that reason the number of speech majors attending colleges on the undergraduate, graduate, and professional levels is constantly increasing.

ORGANIZATIONS IN THE FIELD. According to Dr. Loren D. Reid, former Executive Secretary of the Speech Association of America, the first association of teachers of speech was organized November 28, 1914, in Chicago as the National Association of Academic Teachers of Public Speaking, with 17 members. The following year, the first journal of the new association appeared under the name of *The Quarterly Journal of Public Speaking*

Several years later, the name of the association was changed to the National Association of Teachers of Speech, and finally, in 1945, the present name was selected: Speech Association of America. The publication is now called *The Quarterly Journal of Speech* The Association is a department of the National Education Association and is a member of the American Council on Education.

Recognition of competence in this field is provided students through various high school and college honor societies. Among the most important of the honorary speech and forensic societies are Delta Sigma Rho, Tau Kappa Alpha, Pi Kappa Delta, Pi Rho Phi, the National Forensic League, Alpha Psi Omega, Masque and Gavel, Omega Upsilon, Phi Beta, the National Thespian Society, and the National Collegiate Players Honorary Dramatic Fraternity.

ACCREDITATION. To date, there is no single accrediting agency in the field of speech. Indeed, none of the existing organizations—the Speech Association of America, the American Speech and Hearing Association, the American Educational Theatre Association, the Association for Education by Radio, the National Society for the Study of Communication, and the American Forensic Association—have assumed any of the duties of accreditation. These national as well as a number of state and regional speech associations seek to improve standards in the profession by publishing journals, holding conferences and meetings, or sponsoring research in the field, but none has as yet assumed the responsibility of an accrediting body. Undoubtedly, in time, out of these numerous speech groups, a joint committee may be formed to establish and maintain high standards.

TUITION. For the most part the tuition fees in the schools of speech or in the departments or divisions that offer this subject are approximately the same as those for the liberal arts colleges or the other departments of the college or university. Sometimes an additional fee, $25 or so, is charged for laboratory projects in connection with the course of studies. Public colleges and universities, a number of which offer majors in speech, cost less than the private institutions. The cost of living on the campus, when board and room are considered, would bring the expenses of a speech curriculum to something in the neighborhood of $1,000 a year for a public institution, and between $1,500 and $2,000 for a private college or university.

SCHOLARSHIPS. In some institutions special scholarships have been set up for the speech major. However, in the main, the student will have to compete with the regular student body, whether on the undergraduate or the graduate level, for the available scholarships. It is well known, though, that students who show promise in their chosen profession frequently secure the co-operation of the college officials in getting a needed scholarship or, in the case of a graduate school student, a coveted fellowship.

JOB OPPORTUNITIES AND SALARIES. What are the job opportunities for a student who majors in speech or the dramatic arts? The field is expanding rapidly. Speech majors are in demand on radio and television programs. The television industry is seeking able men and women with good speaking voices.

But that is only one segment of the profession. Many of the speech majors enter teaching. Here the job opportunities are not too certain. High school teachers of speech will not find too many openings, although sometimes the speech majors teach English, or literature, or some similar field. If you want to be a teacher and are considering speech as the subject that you want to teach on the high school level, you should recognize these limitations. The field is overcrowded; not many of the smaller high schools offer speech as a separate subject. And on the elementary level this subject is not often in the curriculum at all.

There remains college teaching. If you go through graduate school and earn your Doctor of Philosophy degree in speech, you will be in a position to get a teaching post in college. On this level the opportunities are much greater than they are in the secondary schools.

The graduate may also find successful employment with one or another branch of the government, or the military services, or some large corporation, or a business or industry. The field is not limitless, but it is promising and for the most part profitable. However, it must be remembered that the top positions will go to those students who attain their doctorate degree.

In addition to these graduate schools or departments of speech, many liberal arts colleges offer the subject as a major in the undergraduate division. It is necessary, as a rule, for the student to take a major in speech in the liberal arts school before he can gain admittance to the graduate speech department.

For the most part, the student who seeks a speech course will find that he can take his undergraduate work in those colleges that offer graduate courses in this field. A total of 373 colleges and universities offer courses in speech and dramatic arts. This includes both the undergraduate and the graduate programs.

SPEECH

Institutions Offering Graduate Work, June 1956

ALABAMA
- University of Alabama, University.

ARIZONA
- University of Arizona, Tucson.

ARKANSAS
- University of Arkansas, Fayetteville.

CALIFORNIA
- College of the Pacific, Stockton.
- Fresno State College, Fresno.
- George Pepperdine College, Los Angeles.
- Occidental College, Los Angeles.
- San Francisco State College, San Francisco.
- San Jose State College, San Jose.
- Stanford University, Stanford.
- University of California, Los Angeles.
- University of Southern California, Los Angeles.

COLORADO
- Colorado State College of Education, Greeley.
- University of Denver, Denver.

CONNECTICUT
- Yale University, New Haven.

DISTRICT OF COLUMBIA
- American University, Washington.
- Catholic University of America, Washington.

FLORIDA
- Florida State University, Tallahassee.
- John B. Stetson University, De Land.
- University of Florida, Gainesville.

HAWAII
- University of Hawaii, Honolulu.

ILLINOIS
- Bradley University, Peoria.
- Illinois State Normal University, Normal.
- Northern Illinois State Teachers College, DeKalb.
- Northwestern University, Evanston.
- School of the Art Institute of Chicago, Chicago.
- Southern Illinois University, Carbondale.
- University of Illinois, Urbana.

INDIANA
- Ball State Teachers College, Muncie.
- Indiana State Teachers College, Terre Haute.

Indiana University, Bloomington.
Purdue University, Lafayette.
University of Notre Dame, Notre Dame.

IOWA
State University of Iowa, Iowa City.

KANSAS
Fort Hays Kansas State College, Hays.
Kansas State Teachers College, Emporia.
University of Kansas, Lawrence.
University of Wichita, Wichita.

LOUISIANA
Louisiana State University and Agricultural and Mechanical College, Baton Rouge.
Tulane University of Louisiana, New Orleans.

MARYLAND
University of Maryland, College Park.

MASSACHUSETTS
Boston University, Boston.
Emerson College, Boston.
Tufts University, Medford.

MICHIGAN
Michigan State University of Agriculture and Applied Science, East Lansing.
University of Michigan, Ann Arbor.
Wayne State University, Detroit.

MINNESOTA
University of Minnesota, Minneapolis.

MISSOURI
St. Louis University, St. Louis.
University of Missouri, Columbia.
Washington University, St. Louis.

MONTANA
Montana State University, Missoula.

NEBRASKA
University of Nebraska, Lincoln.

NEW MEXICO
University of New Mexico, Albuquerque.

NEW YORK
Brooklyn College of the City of New York, Brooklyn.
City College of the City of New York, New York.
Cornell University, Ithaca.
Ithaca College, Ithaca.
New York University, New York.
Syracuse University, Syracuse.

NORTH CAROLINA
University of North Carolina, Chapel Hill.

NORTH DAKOTA
North Dakota Agricultural College, Fargo.

OHIO
Bowling Green State University, Bowling Green.
Kent State University, Kent.
Miami University, Oxford.
Ohio State University, Columbus.
Ohio University, Athens.
Western Reserve University, Cleveland.

OKLAHOMA
University of Oklahoma, Norman.
University of Tulsa, Tulsa.

OREGON
University of Oregon, Eugene.

PENNSYLVANIA
Carnegie Institute of Technology, Pittsburgh.
Pennsylvania State University, University Park.
Temple University, Philadelphia.
University of Pittsburgh, Pittsburgh.

SOUTH DAKOTA
University of South Dakota, Vermillion.

TENNESSEE
Tennessee Agricultural and Industrial State University, Nashville.
University of Tennessee, Knoxville.

TEXAS
Baylor University, Waco.
Midwestern University, Wichita Falls.
Southern Methodist University, Dallas.
Sul Ross State College, Alpine.
Texas State College for Women, Denton.
University of Houston, Houston.
West Texas State College, Canyon.

UTAH
Brigham Young University, Provo.
University of Utah, Salt Lake City.
Utah State Agricultural College, Logan.

VIRGINIA
University of Virginia, Charlottesville.

WASHINGTON
State College of Washington, Pullman.
University of Washington, Seattle.

WEST VIRGINIA
West Virginia University, Morgantown.

WISCONSIN
Marquette University, Milwaukee.
University of Wisconsin, Madison.

WYOMING
University of Wyoming, Laramie.

VETERINARY MEDICINE

Until the time of World War I, most veterinarians were "horse doctors." They depended on this type of practice for a livelihood. With the advent of popular mechanical power, this source of revenue rapidly disappeared. Many people felt that the veterinary profession was doomed. Classes in veterinary schools became smaller, and the normal processes of attrition reduced the active membership of the profession alarmingly.

After a decade or so, there came a sudden change in the public's attitude. A wide variety of new services came into being, such as national programs for the eradication of bovine tuberculosis. Certain expanded programs of public health were the peculiar concern of veterinary medicine. Of course, the increase in the production of animal food plus the quickened interest in pet animals created a tremendous area for private practice. By World II, veterinary officers in the military service were being utilized as protectors and judges of food supply. Veterinary medicine has become a science and art that has to do with all aspects of the health and reproduction of domestic animals and of wild animals in captivity. Its practice is vastly important to the welfare of our nation.

QUALIFICATIONS. A course in veterinary medicine lasts four years, but before the student may enroll he must have completed two years of pre-professional college study.

In the way of personal qualifications, physical stamina and good health are essential because long working hours under difficult climatic conditions are especially common in rural practice. Strength is advantageous because many times the veterinarian's services are involved with large, struggling animals. Liking and understanding of animals, usually gained by close association, is a desirable trait, for it not only supplies the proper motivation for this type of endeavor but is also responsible for a certain amount of surety in handling the animals without fear of personal injury.

ACCREDITATION. The Council on Education of the American Veterinary Medical Association, 600 South Michigan Avenue, Chicago 5, Illinois, is the accrediting agency in this field. According to *American Universities and Colleges* accreditation is based upon conformity with a published guide known as "The Essentials of an Acceptable Veterinary School." This guide lists requirements "with respect to minimum standards of physical facilities and equipment, adequacy of facility in numbers and professional competence, curricular offerings, and available animals for clinical training. In about three-quarters of the states, candidates for licensing examinations must be graduates of schools accredited by the Council."

LICENSE. The degree, Doctor of Veterinary Medicine (usually designated D.V.M.), is conferred at graduation. The veterinarian must then obtain a license to practice in his own state. Examinations, generally severe, are given by the state board of veterinary medical examiners. The National Board of Veterinary Medical Examiners also gives tests, frequently accepted in lieu of certain parts of the state's own examination.

COURSES. The pre-veterinary collegiate training should be taken preferably at a liberal arts college. This gives the student an opportunity to get something of a general education. Highly specialized professional curricula are meager substitutes for a general cultural background, which is no less important in veterinary medicine than in the other professions. The professional course should include basic work in chemistry (inorganic and organic as well as biochemistry), physics, botany, zoology, English, economics, and history. The requirements for pre-professional courses and credits are specified by each institution and vary with different colleges. Selection of courses should be guided by advice from the college of veterinary medicine where the student expects to matriculate.

RESTRICTIONS. Some of the schools have geographic limitations with respect to the states from which they will accept applicants. During the peak years of enrollment as the result of the G.I. Bill of Rights, many schools were forced to accept only those students who were residents of the state, and able applicants who were residing in states that did not support veterinary schools possessed little opportunity of acquiring this type of education. According to the Council of Education of the A.V.M.A., there has been a liberalizing trend in this area:

> Veterinary medicine is included with medicine and dentistry in a plan now operating in the southeastern part of the country whereby thirteen states are co-operating in the support of professional schools, maintained by certain of the group, in return for which each state is given quotas of students that may be sent to these schools. A similar plan is being developed between a group of western states. These plans ease the financial burdens on certain states that have schools and make these schools more available to residents of neighboring states.

There are about 120 women veterinarians, many of whom work with small animals and do laboratory and research work. Several of the veterinary medical colleges are reluctant to enroll women because the physical demands are great.

JOB OPPORTUNITIES. Because the activities of veterinarians have expanded tremendously during the past thirty years, and because the schools are not graduating veterinarians in sufficient numbers, there is a considerable need for skilled professionals. Figures compiled by the American Veterinary Medical Association, in 1954, showed 16,641 veterinarians available for practice. The same source states that at present there are approximately 4,000 students studying veterinary medicine in the United States.

According to the A.V.M.A., work is divided into three phases:

(1) Prevention of animal diseases by the use of vaccines and by helping owners to improve sanitary practices, feeding standards, and management methods.

(2) Medical and surgical treatment of ailments and injuries.

(3) Safeguarding and improving the nation's supply of foods derived from animals—meat, dairy products, poultry, and eggs—and protecting the public from diseases which may be transmitted from animals to man, such as brucellosis and rabies.

These phases are finally involved in major classifications as rural practice, urban practice, and government work.

In 1957 two-thirds of all veterinarians were engaged in private general practice, which involves the care of all species of small animals, bovine, equine, poultry, swine and sheep. There are also opportunities for specialized work with ranch-raised fur animals and with zoo and circus animals. Seventeen per cent of veterinarians are in government service, 4.3 per cent are in teaching and research, and 1.5 per cent are in commercial activity. Five per cent are inactive or retired, while the balance of 6.6 per cent was not classified in the A.V.M.A. report.

TUITION. The tuition rates at the schools of veterinary medicine are comparable, in the main, to those charged by the other schools or divisions of the institution. Because of the work involved, there may be a few extra laboratory fees in the veterinary field, but these would not change the situation to any great extent. The public institutions are either free for residents, or they may have a fee much lower than the private institution. At Cornell University, the non-resident pays $600 a year tuition, whereas the resident pays a general fee of $135 a year.

With the exception of the University of Pennsylvania, the 17 institutions on the A.V.M.A. accredited list are land-grant colleges or state universities. The states recognize the importance of this profession and believe that, since it is so specialized, it is a public responsibility to maintain the schools.

SALARIES. Financial remuneration of veterinarians is small, on the average, in comparison with medical and dental practice. The graduate usually invests about $2,500 in medications and instruments in order to service a farming area and a great deal more if he anticipates opening a hospital. Of course, an automobile would be extra equipment. The first year's return on this investment, providing the locality lends itself to this type of practice, is about $3,000 to $4,000; if the potential is present, income may be expected to double in five or six years.

An average gross income of $17,664 and average net income of $7,274 were reported in an A.V.M.A. survey made in 1950-51.

Veterinarians practicing in urban areas usually earn more than those practicing in rural areas, though it must be remembered that living costs tend to be higher in cities. Some practitioners specialize in fields that call for unusual skills and, as a consequence, command higher fees. A specialist may earn $15,000 a year, but only the exceptional practitioner will exceed that amount.

According to the A.V.M.A., the best source for information concerning employment with the federal government is any office of the U.S. Civil Service Commission.

VETERINARY MEDICINE

American Veterinary Medical Association
Council on Education
Accredited Veterinary Colleges, 1957

ALABAMA
  Alabama Polytechnic Institute, Auburn.
  Tuskegee Institute, Tuskegee Institute.
CALIFORNIA
  University of California, School of Veterinary Medicine, Davis.
COLORADO
  Colorado State University, Fort Collins.
GEORGIA
  University of Georgia, Athens.
ILLINOIS
  University of Illinois, Urbana.
IOWA
  Iowa State College of Agriculture and Mechanic Arts, Ames.

KANSAS
Kansas State College of Agriculture and Applied Science, Manhattan.
MICHIGAN
Michigan State University of Agriculture and Applied Science, East Lansing.
MINNESOTA
University of Minnesota, St. Paul.
MISSOURI
University of Missouri, Columbia.
NEW YORK
State University of New York, Veterinary College at Cornell University, Ithaca.
OHIO
Ohio State University, Columbus.
OKLAHOMA
Oklahoma Agricultural and Mechanical College, Stillwater.
PENNSYLVANIA
University of Pennsylvania, Philadelphia.
TEXAS
Agricultural and Mechanical College of Texas, College Station.
WASHINGTON
State College of Washington, Pullman.

CANADA

ONTARIO
University of Toronto, Toronto.
QUEBEC
University of Montreal, Quebec School of Veterinary Medicine, St. Hyacinthe.

Accredited
American Colleges and Universities

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
ABAMA—Southern Association of Colleges and Secondary Schools										
Alabama Agricultural and Mechanical College *Normal*	L-G	State	Coed	1873	Non-Sect.	Qtr.	No	45,000		870
Alabama College *Montevallo*	Lib.	State	Coed	1893	Non-Sect.	Sem.	Yes	67,000		386
Alabama Polytechnic Institute *Auburn*	Tech., L-G	State	Coed	1872	Non-Sect.	Qtr.	No	210,454	A-AF-N	1,250
Alabama State College *Montgomery*	Lib., TC	State	Coed	1874	Non-Sect.	Qtr.	No	10,000		No Info.
Athens College *Athens*	Lib.	Private	Coed	1822	Methodist	Qtr.	No	15,000		30
Birmingham-Southern College *Birmingham*	Lib.	Private	Coed	1856	Methodist	Qtr.	No-except Lower ½ H.S. Class	76,000		250
Howard College *Birmingham*	Lib., TC	Private	Coed	1841	Baptist	Sem.	No-except Lower ½ H.S. Class	56,285		420
Huntingdon College *Montgomery*	Lib.	Private	Coed	1854	Methodist	Sem.	No	49,173		60
Judson College *Marion*	Lib.	Private	Women	1838	Baptist	Sem.	No	21,000		100
Miles College *Birmingham*	Lib.	Private	Coed	1905	Col. Meth. Episcopal	Qtr.	Yes	13,902		30
St. Bernard College *St. Bernard*	Lib.	Private	Men	1892	R.C.	Sem.	No	28,900		400
Spring Hill College *Spring Hill*	Lib.	Private	Coed	1830	R.C.	Sem.	No-except Lower ½ H.S. Class	60,000	A	690
State Teachers College *Florence*	Lib., TC	State	Coed	1830	Non-Sect.	Sem.	No	52,734	A	45
State Teachers College *Jacksonville*	TC	State	Coed	1883	Non-Sect.	Sem.	No	35,838	A	80
tate Teachers College *Livingston*	TC	State	Coed	1883	Non-Sect.	Qtr.	No	35,000		30
tate Teachers College *Troy*	TC	State	Coed	1887	Non-Sect.	Qtr.	Yes	35,000		289
tillman College *Tuscaloosa*	Lib.	Private	Coed	1876	Presb.	Qtr.	No	16,000		155
alladega College *Talladega*	Lib.	Private	Coed	1867	Cong. Christian	Sem.	Yes	37,847		300
uskegee Institute *Tuskegee Institute*	Tech., Pro., TT	Private	Coed	1881	Non-Sect.	Sem.	Yes	110,000	A-AF	4,937
iversity of Alabama *University*	Univ.	State	Coed	1820	Non-Sect	Sem.	Yes	512,000	A-AF	560

Tuition (Including Fees) R. -Resident of State NR.-Non-Resident of State	Board	Room	Estimated Total Annual Costs	Total Faculty	Bachelors' and First Professional Degrees Conferred 1955	Fall Enrollment 1956	Student Scholarships	Total Value Student Scholarships	Number of Student Loans	Total Value Student Loans
R. $ 96 NR. $126	$ 255	$ 69	R. $600 NR. $650	85	M. 46 W. 119	M. 421 W. 482	50	$ 4,125	Available	$ 300
R.$140 NR.$240	$400		R. $750 NR. $850	66	W. 104	M. 86 W. 623	20	$ 10,000	5-6	$ 3,000
Av. R. $144 Av. NR. $324	$ 297	$ 135	R. $1,100 NR. $1,300	450	M. 847 W. 243	M. 6,573 W. 1,837	120	$ 40,000	15	$ 4,000
Fees	None		R. $550 NR. $625	47	M. 126 W. 585	M. 462 W. 1,334	Available		Work Opportunities	
$ 300	$ 360	$ 90	$ 850	35	M. 15 W. 18	M. 361 W. 97	75	$ 15,000	5	$ 50
$ 330	$ 375	$ 180	$1,000	55	M. 87 W. 48	M. 590 W. 457	185	$ 44,383	None	
$ 300	$ 325	$ 80	$ 800	80	M. 172 W. 90	M. 1,298 W. 498	1,500	$ 125,000	None	
$ 400	$ 300	$ 200	$1,200	59	M. 17 W. 51	M. 214 W. 414	195	$ 40,000	Available	$ 2,00
$ 275	$ 275	$ 200	$ 750	28	W. 37	W. 266	10	$ 1,525	9	$ 1,50
$ 236	$ 270	$ 90	Day-$350 R.-$700	51	M. 38 W. 84	M. 337 W. 536	49	$ 9,000	None	
Day-$200	$700		$ 950	27	M. 30	M. 297 W. 28	15	$ 5,000	None	
$ 400	$ 400	$ 200	$1,100	70	M. 116 W. 12	M. 883 W. 281	35	$ 14,050	None	
R. $110 NR. $155	$ 264	$ 56	R. $575 NR. $650	81	M. 82 W. 104	M. 951 W. 686	55	$ 5,500	254	$ 20,15
R. $110 NR. $175	$ 284	$ 54	R. $600 NR. $675	58	M. 124 W. 114	M. 1,806 W. 587	500	$ 82,563	Available	$ 17,43
R. $117 NR. $162	$ 279	$ 54	R. $575 NR. $625	33	M. 62 W. 68	M. 359 W. 243	50	$ 4,500	5	$ 1,50
R. $100 NR. $125	$ 297	$ 54	R.$575 NR.$625	50	M. 83 W. 166	M. 860 W. 599	70	$ 7,000	4	$ 6
$ 135	$ 270	$ 68	$ 675	27	M. 11 W. 23	M. 143 W. 166	75	$ 27,337	Available	$ 1,5
$ 300	$ 237	$ 178	$ 735	35	M. 22 W. 39	M. 92 W. 205	67	$ 20,000	Available	$ 4,0
$ 330	$ 270	$ 105	$1,000	251	M. 137 W. 112	M. 1,065 W. 809	75	$ 12,000	3,382	$169,3
R. $135 NR. $385	$ 320	$ 130	R.$950 NR.$1,200	850	M. 734 W. 315	M. 8,493 W. 3,983	500	$ 250,000	200	$100,0

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Predadmission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
ALASKA—Northwest Association of Secondary and Higher Schools										
University of Alaska *College*	Univ., L-G	Terr.	Coed	1917	Non-Sect.	Sem.	No	35,000	A	4,000
ARIZONA—North Central Association of Colleges and Secondary Schools										
Arizona State College *Flagstaff*	Lib., TC	State	Coed	1899	Non-Sect.	Sem.	No	45,000		165
Arizona State College *Tempe*	Univ.	State	Coed	1885	Non-Sect.	Sem.	No	236,565	A-AF	210
University of Arizona *Tucson*	Univ.	State	Coed	1885	Non-Sect.	Sem.	No	275,000	A-AF	90
ARKANSAS—North Central Association of Colleges and Secondary Schools										
Agricultural, Mechanical, and Normal College *Pine Bluff*	Lib., Tech., TC	State	Coed	1873	Non-Sect.	Sem.	Yes	27,220		285
Arkansas Agricultural and Mechanical College *College Heights*	Lib.	State	Coed	1909	Non-Sect.	Sem.	Yes	50,000		720
Arkansas Polytechnic College *Russellville*	Lib.	State	Coed	1909	Non-Sect.	Sem.	Yes	33,757	A	487
Arkansas State College *State College*	Lib., TC	State	Coed	1909	Non-Sect.	Sem.	No	37,000	A	250
Arkansas State Teachers College *Conway*	TC	State	Coed	1907	Non-Sect.	Sem.	No	58,000		205
College of the Ozarks *Clarksville*	Lib.	Private	Coed	1834	Presb.	Sem.	No	37,788		20
Harding College *Searcy*	Lib.	Private	Coed	1924	Church of Christ	Sem.	No	35,000		40
Henderson State Teachers College *Arkadelphia*	TC	State	Coed	1929	Non-Sect.	Sem.	Yes	60,000	A	60
Hendrix College *Conway*	Lib.	Private	Coed	1876	Methodist	Sem.	No	61,000		200
Ouachita Baptist College *Arkadelphia*	Lib.	Private	Coed	1886	Baptist	Sem.	Yes	45,000	A	40
Philander Smith College *Little Rock*	Lib.	Private	Coed	1868	Methodist	Sem.	Yes	32,022		6 city blocks
Southern State College *Magnolia*	Lib., Tech., TC	State	Coed	1909	Non-Sect.	Sem.	No	27,000		50
University of Arkansas *Fayetteville*	Univ.	State	Coed	1871	Non-Sect.	Sem.	No	370,000	A-AF	8,275
CALIFORNIA—(W) Western College Association (NW) Northwest Association of Secondary and Higher Schools (MSA) Middle States Association										
The Art Center School (W) *Los Angeles*	Art	Private	Coed	1932	Non-Sect.	Sem.	Yes	"In Development"		1 city block
California College of Arts and Crafts (W) *Oakland*	Pro.	Private	Coed	1907	Non-Sect.	Sem.	No	8,000		4
California Institute of Technology (W) *Pasadena*	Tech.	Private	Men	1891	Non-Sect.	Qtr.	CEEB	96,292	AF	2,020
California School of Fine Arts (W) *San Francisco*	Art	Private	Coed	1871	Non-Sect.	Sem.	No	12,000		No Info.

Tuition (Including Fees) R. -Resident of State NR.-Non-Resident of State	Board	Room	Estimated Total Annual Costs	Total Faculty	Bachelors' and First Professional Degrees Conferred 1955	Fall Enrollment 1956	Student Scholarships	Total Value Student Scholarships	Number of Student Loans	Total Value Student Loans
Fees-R. $ 35 NR. $155	$ 640	$ 120	R. $996 NR. $1,150	65	M. 29 W. 16	M. 1,503 W. 1,175	33	$ 24,054	Available	$ 19,545
R. $ 66 NR. $216	$ 333	$ 193	R. $700 NR. $900	59	M. 43 W. 49	M. 698 W. 485	200	$ 38,600	19	$ 1,518
Fees-R. $ 50 NR. $350	$425		R. $750 NR. $1,100	265	M. 401 W. 228	M. 4,786 W. 2,520	441	$ 100,000	478	$ 30,553
R. $102 NR. $502	$ 500	Av. $204	R. $1,000 NR. $1,400	419	M. 523 W. 252	M. 6,173 W. 3,022	575	$ 100,000	760	$ 45,810
R. $141 NR. $241	$ 225	$ 135	R. $750 NR. $850	90	M. 82 W. 150	M. 543 W. 533	287	$ 70,000	Available	$ 600
Fees-R. $120 NR. $220	$ 360	$ 108	R. $700 NR. $800	80	M. 56 W. 56	M. 685 W. 307	60	$ 6,000	Available	$ 3,500
Fees-R. $100 NR. $300	$ 280	Av. $127	R. $750 NR. $950	62	M. 64 W. 21	M. 647 W. 240	80	$ 18,000	10	$ 500
R. $120 NR. $170	Av. $450		R. $700 NR. $800	100	M. 123 W. 122	M. 1,569 W. 970	150	Av. $16,500	Available	$ 4,000
R. $111 NR. $211	$ 347	$ 108	R. $750 NR. $850	79	M. 105 W. 203	M. 712 W. 520	150	$ 6,000	56	$ 4,000
$ 300	$ 360	$ 90	$ 800	25	M. 36 W. 16	M. 210 W. 92	50	$ 37,500	10	$ 3,000
$ 288	$ 315	$ 113	$ 775	65	M. 60 W. 33	M. 519 W. 389	175	$ 20,000	130	$ 18,000
R. $120 NR. $220	$ 340	Av. $114	R. $700 NR. $800	60	M. 85 W. 103	M. 648 W. 574	50	$ 3,600	None	
$ 349	$ 360	$ 130	$ 975	46	M. 48 W. 35	M. 255 W. 174	152	$ 37,508	Available	$ 5,000
$ 200	$ 310	$ 84	$ 750	50	M. 76 W. 46	M. 456 W. 347	85	$ 7,265	80	$ 11,314
$ 310	$ 240	$ 110	$ 700	51	M. 15 W. 55	M. 216 W. 326	100	$ 12,000	Available	$ 600
Fees-R. $120 NR. $320	$ 338	Av. $86	R. $550 NR. $750	63	M. 44 W. 44	M. 644 W. 310	89	$ 9,163	Available	$ 5,000
R. $175 NR. $375	$500		R. $800 NR. $1,000	466	M. 593 W. 222	M. 3,884 W. 1,484	195	$ 52,420	Available	$ 75,000
$ 550	$450		$1,200	45	M. 40 W. 4	M. 896 W. 158	78	$ 49,650	Available	
$ 500	None		$1,200	45	M. 27 W. 14	M. 311 W. 235	70	$ 14,000	10	$ 3,000
$ 900	$680		$2,000	350	M. 126	M. 1,121 W. 3	187	$ 124,885	Available	$137,615
$ 420	None		$1,100	27	M. 10 W. 3	M. 153 W. 155	Av. 35	Av. $14,000	Available	$ 636

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
California State Polytechnic College (NW, W) *San Luis Obispo*	Lib., Engin., Agr.	State	Coed	1901	Non-Sect.	Qtr.	No	80,000	A	3,972
California Western University (W) *San Diego*	Lib.	Private	Coed	1952	Methodist	Qtr.	No	19,000		10 Buildings
Chapman College (W) *Orange*	Music	Private	Coed	1861	Disciples of Christ	Sem.	No Info.	35,000		10 Buildings
Chico State College (W) *Chico*	Lib., TC	State	Coed	1887	Non-Sect.	Sem.	Yes	71,000		86
Chouinard Art Institute (W) *Los Angeles*	Art	Private	Coed	1921	Non-Sect.	Sem.	Yes	1,336		1 Building
Claremont College (W) (Claremont Graduate School) *Claremont*	Lib., TC	Private	Coed	1925	Non-Sect.	Sem.	B.A. Degree	240,000		7
Claremont Men's College (W) *Claremont*	Lib.	Private	Men	1946	Non-Sect.	Sem.	CEEB	240,000	A	44
College of the Holy Names (W) *Oakland*	Lib.	Private	Women	1880	R.C.	Sem.	Req. CEEB	38,003		8
College of Medical Evangelists (NW) *Loma Linda and Los Angeles*	Pro.	Private	Coed	1905	7th. Day Adventist	Qtr.	Yes	85,400		L.L.-25 L.A.- 8
College of Notre Dame (W) *Belmont*	Lib.	Private	Women	1867	R.C.	Sem.	Req. CEEB	24,000		119
College of the Pacific (W) *Stockton*	Lib., Pro.	Private	Coed	1851	Methodist	Sem.	No-except Lower ½ H.S. Class Recm. CEEB	70,000		80
Dominican College of San Rafael (NW, W) *San Rafael*	Lib.	Private	Women	1850	R.C.	Sem.	Recm. CEEB	43,931		90
Fresno State College (W) *Fresno*	Lib.	State	Coed	1911	Non-Sect.	Sem.	Yes	104,902	AF	1,240
George Pepperdine College (NW, W) *Los Angeles*	Lib.	Private	Coed	1937	Church of Christ	Sem.	No	53,000		34
Golden Gate College (NW) *San Francisco*	Lib., Pro., Law	Private	Coed	1880	YMCA	Tri-Sem.	Yes	24,446		31,000 Sq. ft.
Humboldt State College (W) *Arcata*	Lib.	State	Coed	1913	Non-Sect.	Sem.	No	50,000		75
Immaculate Heart College (W) *Los Angeles*	Lib.	Private	Women Coed-Graduate	1916	R.C.	Sem.	CEEB	62,000		15
La Sierra College (NW, W) *Arlington*	Lib.	Private	Coed	1922	7th. Day Adventist	Sem.	No	40,000		575
La Verne College (W) *La Verne*	Lib.	Private	Coed	1891	Ch. of the Brethren	Sem.	No	26,500		17
Long Beach State College (NW) *Long Beach*	Lib., TC	State	Coed	1949	Non-Sect.	Sem.	Yes	58,000		320
Los Angeles County Art Institute (W) *Los Angeles*	Art	County	Coed	1918	Non-Sect.	Sem.	No	2,000		5 Buildings

Tuition (Including Fees) R. -Resident of State NR.-Non-Resident of Stat	Board	Room	Estimated Total Annual Costs	Total Faculty	Bachelors' and First Professional Degrees Conferred 1955	Fall Enrollment 1956	Student Scholarships	Total Value Student Scholarships	Number of Student Loans	Total Value Student Loans
R. $ 75 NR. $225	$ 540	$ 135	R. $1,000 NR. $1,225	208	M. 334	M. 4,087 W. 273	36	$ 8,600	1,324	$ 44,045
$ 570	$630		$1,500	26	No Info.	M. 225 W. 115	Available		None	
$ 448	$486		$1,200	37	M. 16 W. 10	M. 151 W. 173	Available		Available	$ 15,000
R. $ 40 NR. $220	$ 495	$ 180	R. $750 NR. $950	130	M. 116 W. 107	M. 1,669 W. 1,354	32	$ 6,000	180	$ 7,718
$ 550	None		$ 650+ Living expenses	45	Degree Granting-began 1957	M. 201 W. 83	40	$ 23,000	Available	$ 2,700
$ 500	No Information		$1,700	146	M. 41 W. 17 (Second level)	M. 250 W. 158	26	$ 25,000	Available	$ 2,400
$ 750	$ 430	$ 295	$1,875	34	M. 74	M. 384	55	$ 37,000	10	$ 500
$ 250	$800		$1,300	70	W. 74	M. 3 W. 474	31	$ 8,000	Available	$ 3,266
$130 to $1,250-Depending on course	Av. $65 a month		Varies	777	M. 109 W. 60	M. 593 W. 202	None		Available	$ 46,707
$ 250	$800		$1,200	47	W. 18	W. 386	40	$ 6,600	4	$ 5,500
$ 600	$ 480	$ 190	$1,300	150	M. 110 W. 101	M. 855 W. 778	250	$ 65,000	50	$ 5,430
$ 415	$ 800	$ 200	$1,600	53	W. 53	M. 7 W. 402	74	$ 24,300	No Information	
Fees-R. $ 60 NR. $240	$ 500	$ 200	R. $ 900 NR. $1,080	255	M. 373 W. 318	M. 2,906 W. 2,304	200	$ 20,000	667	$ 33,105
$ 544	$ 420	$ 150	$1,200	91	M. 82 W. 44	M. 639 W. 479	350	$ 90,000	Available	$ 2,150
$ 425 (Full year)	None	None	$1,800 (Full year)	80	M. 91 W. 1	M. 1,507 W. 168	15	$ 21,000	Available	$ 10,875
R. $ 40 NR. $180	$ 460	$ 150	R. $1,000 NR. $1,150	100	M. 54 W. 38	M. 938 W. 646	125	$ 18,000	80	$ 5,000
$ 300	$ 700	$ 150	Day-$ 450 R.-$1,300	68	M. 6 W. 59	M. 30 W. 996	80	$ 24,000	4	$ 4,000
$ 576	$ 380	$ 200	$1,300	61	M. 53 W. 31	M. 484 W. 356	Few	Variable	Available	$ 3,375
$ 500	$560		$1,150	30	M. 19 W. 45	M. 184 W. 266	118	$ 23,481	26	$ 5,850
Fees-R. $ 60 NR. $240	None Est. $700		R. $700 NR. $950	162	M. 208 W. 259	M. 3,959 W. 2,980	40	Av. $7,600	None	
$ 350	None Est. $1,000		$1,650	31	No Info.	M. 93 W. 104	29	No Information		

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
Los Angeles State College of Applied Arts and Sciences (W) *Los Angeles*	Lib., Pro.	State	Coed	1947	Non-Sect.	Sem.	Yes	60,000		New campus under construction
Loyola University of Los Angeles (W) *Los Angeles*	Univ.	Private	Men	1911	R.C.	Sem.	No	83,474	AF	99
Mills College (W) *Oakland*	Lib.	Private	Women	1852	Non-Sect.	Sem.	CEEB	110,500		137
Mount St. Mary's College (NW, W) *Los Angeles*	Lib.	Private	Women	1925	R.C.	Sem.	Req. CEEB	43,000		56
Occidental College (W) *Los Angeles*	Lib.	Private	Coed	1887	Presb. (Non-Sect.)	Sem.	CEEB	120,000	AF	120
Pacific Union College (NW, W) *Angwin*	Lib.	Private	Coed	1882	7th. Day Adventist	Qtr.	No	46,000		2,800
Pasadena College (NW, W) *Pasadena*	Lib.	Private	Coed	1902	Nazarene	Sem.	Yes	50,000		15
Pomona College (W) *Claremont*	Lib.	Private	Coed	1887	Non-Sect.	Sem.	CEEB	240,000	A	120
Sacramento State College (NW, W) *Sacramento*	Lib., TC	State	Coed	1947	Non-Sect.	Sem.	Yes	60,000		265
St. John's College (W) *Camarillo*	Lib.	Private	Men	1926	R.C.	Sem.	Yes	45,000		172
Saint Mary's College of California (W) *Saint Mary's College*	Lib.	Private	Men	1863	R.C.	Sem.	No-except Lower ½ H.S. Class	43,000		480
St. Patrick's Seminary (NW, W) *Menlo Park*	Lib., Theol.	Private	Men	1898	R.C.	Sem.	Yes	68,402		86
San Diego College for Women (W) *San Diego*	Lib.	Private	Women	1949	R.C.	Sem.	No	18,000		18 Buildings
San Diego State College (W) *San Diego*	Lib.	State	Coed	1897	Non-Sect.	Sem.	Yes	170,000	AF	283
San Francisco College for Women (W) *San Francisco*	Lib.	Private	Women	1921	R.C.	Sem.	Yes-or Req. CEEB	110,000		23
San Francisco State College (W) *San Francisco*	Lib.	State	Coed	1899	Non-Sect.	Sem.	Yes	117,592	AF	93
San Jose State College (W) *San Jose*	Lib.	State	Coed	1857	Non-Sect.	Sem.	Yes	156,000	A-AF	101
Scripps College (W) *Claremont*	Lib.	Private	Women	1926	Non-Sect.	Sem.	CEEB	46,247		25
Stanford University (W) *Stanford*	Univ.	Private	Coed	1885	Non-Sect.	Qtr.	CEEB	1,260,000	A-AF-N	9,000
United States Naval Postgraduate School (W) *Monterey*	Tech.	Federal	Men	1909	Non-Sect.	Qtr.	No-min. 2 yrs. college work	230,000		606
University of California, (W) *Berkeley, Davis, Los Angeles, Riverside, Santa Barbara (All campuses)*	Univ.	State	Coed	1868	Non-Sect.	Sem.	CEEB	3,632,261	A-AF-N	18,178

Tuition (Including Fees) R. -Resident of State NR.-Non-Resident of State	Board	Room	Estimated Total Annual Costs	Total Faculty	Bachelors' and First Professional Degrees Conferred 1955	Fall Enrollment 1956	Student Scholarships	Total Value Student Scholarships	Number of Student Loans	Total Value Student Loans
R. $ 60 NR. $240	None Est. $700		R. $700 NR. $950	396	M. 445 W. 364	M. 5,906 W. 4,323	21	$ 10,000	234	$ 3,407
$ 450	$700		Day-$ 600 R.-$1,300	115	M. 259 W. 6	M. 1,560 W. 124	8	$ 25,525	Available	$ 80,000
$ 750	$875		Av. $2,225	50	W. 111	M. 8 W. 618	66	$ 60,000	Available	$ 8,130
$ 300	Av. $900		$1,450	80	W. 95	W. 678	40	$ 9,000	None	
$ 750	$720		Day-$1,000 R. $1,800	112	M. 164 W. 105	M. 817 W. 610	320	$ 155,000	175	$ 45,000
$ 587	$ 360	$ 203	$1,150	65	M. 61 W. 28	M. 460 W. 321	None		15	$ 3,920
$ 320	$ 325	$ 126	$1,100	42	M. 58 W. 36	M. 460 W. 381	25	$ 3,500	10	$ 1,000
$ 900	$775		$2,000	101	M. 121 W. 91	M. 590 W. 483	204	$ 150,000	Available	$ 41,851
Fees-$ 60 NR. $240	None ($750 in private homes)		R. $1,000 NR. $1,300	150	M. 165 W. 164	M. 2,919 W. 2,543	24	$ 1,600	260	$ 14,000
$ 100	$300-$400		$ 650	10	M. 18	M. 138	Available		No Information	
$ 450	$700		$1,500	47	M. 33	M. 489	100	$ 25,000	None	
S.F. Residents: $500 Non-Residents: $750			$ 650 $ 900	18	M. 19	M. 232	None		None	
Day-$600 (	$1,400	) Av. $250	Day-$900 $1,900	20	W. 23	W. 292	20	No Information		
Fees-R. $ 60 NR. $240	No facilities Av. $747	Av. $360	R. $1,100 NR. $1,400	354	M. 397 W. 259	M. 5,569 W. 2,986	131	$ 24,985	535	$ 13,778
$ 445	$1,000		$1,600	38	W. 68	W. 492	95	$ 28,500 Approx.	None	
Fees-R. $ 44 NR. $180	$ 360	$ 150	R. $1,000 NR. $1,200	324	M. 425 W. 498	M. 5,091 W. 4,990	30	$ 12,500	294	$ 11,135
Fees-R. $ 55 NR. $235	None		Av. $1,250 NR. $1,450	550	M. 661 W. 654	M. 6,998 W. 5,471	60	$ 7,500	31	$ 45,000
(	$1,700	)	$2,000	30	W. 40	W. 231	60	$ 33,000	12	$ 3,060
$ 750	$700		$1,900	1,160	M. 1,068 W. 392	M. 6,143 W. 2,141	440	$ 330,000	550	$150,000
Students are all officers of the Armed Services who apply and are picked by selection boards, appointed for the purpose of selecting candidates having necessary qualifications. Majority are Naval Academy or NROTC graduates.				96	M. 99	M. 968 W. 12	None		None	
R. Fees $100 NR. (incl. fees) $400	Av. $790 Coop. $565		R. $1,050 NR. $1,350	4,290	M. 3,884 W. 2,084	M. 27,086 W. 13,702	1,400	$ 500,000	Available	$700,000

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
University of Judaism (MSA) *Los Angeles* (Branch of: Jewish Theological Seminary of America, New York)	Theol., TT	Private	Coed	1947	Jewish	Sem.	Yes	5,000		½ city block
University of Redlands (W) *Redlands*	Lib.	Private	Coed	1907	Baptist	Sem.	CEEB	95,000		130
University of San Francisco (W) *San Francisco*	Univ.	Private	Men Coed-Some Schools	1855	R.C.	Sem.	Yes	60,000	A	50
University of Santa Clara (W) *Santa Clara*	Univ.	Private	Men Coed-Law and evening	1851	R.C.	Sem.	No	85,000	A	86
University of Southern California (W) *Los Angeles*	Univ.	Private	Coed	1880	Non-Sect.	Sem.	CEEB	750,000	AF-N	60
Whittier College (W) *Whittier*	Lib.	Private	Coed	1891	Society of Friends	Sem.	CEEB	75,000		100

COLORADO—North Central Association of Colleges and Secondary Schools

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
Adams State College *Alamosa*	Lib., TC	State	Coed	1921	Non-Sect.	Qtr.	No	40,000		60
Colorado College *Colorado Springs*	Lib.	Private	Coed	1874	Non-Sect.	Sem.	No-except Lower ½ H. S. Class Recm. CEEB	162,000	A	50
Colorado State College of Education *Greeley*	TC	State	Coed	1889	Non-Sect.	Qtr.	No	150,000	AF	88
Colorado State University *Fort Collins*	Univ.	State	Coed	1870	Non-Sect.	Qtr.	Yes	180,000	A-AF	2,242
Loretto Heights College *Loretto*	Lib.	Private	Women	1891	R.C.	Sem.	No	28,215		105
Regis College *Denver*	Lib.	Private	Men	1887	R.C.	Sem.	No	60,000		99
University of Colorado *Boulder*	Univ.	State	Coed	1861	Non-Sect.	Sem.	CEEB R. No NR. CEEB	875,000	A-AF-N	Boulder-500 Denver-40
University of Denver *Denver*	Univ.	Private	Coed	1864	Methodist	Qtr.	CEEB R. Yes NR. CEEB	326,761	A-AF	43
Western State College of Colorado *Gunnison*	Lib., TC	State	Coed	1901	Non-Sect.	Qtr.	No	59,000		1,368

CONNECTICUT—New England Association of Colleges and Secondary Schools

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
Albertus Magnus College *New Haven*	Lib.	Private	Women	1925	R.C.	Sem.	CEEB	33,575		40
Annhurst College *Putnam*	Lib.	Private	Women	1941	R.C.	Sem.	CEEB	11,000		5 Buildings
Connecticut College *New London*	Lib.	Private	Women	1925	Non-Sect.	Sem.	CEEB	157,309		500
Danbury State Teachers College *Danbury*	TC	State	Coed	1904	Non-Sect.	Sem.	Yes	27,000		25
Fairfield University *Fairfield*	Lib., TT	Private	Men Coed-Summer and Graduate	1942	R.C.	Sem.	Req. CEEB	25,000		208

Tuition (Including Fees) R. -Resident of State NR.-Non-Resident of State	Board	Room	Estimated Total Annual Costs	Total Faculty	Bachelors' and First Professional Degrees Conferred 1955	Fall Enrollment 1956	Student Scholarships	Total Value Student Scholarships	Number of Student Loans	Total Value Student Loans
TT-$480 Theol.-$500	$ 280	$ 320	TT-$1,300 Theol.-$1,325	12	Included in Jewish Theological Seminary of America, New York		10	$ 1,000	Included in Scholarships	
$ 700	$ 360	$ 200	$1,530	90	M. 120 W. 94	M. 659 W. 582	300	$ 112,000	100	$ 20,000
$ 440	$700		$1,250	162	M. 220 W. 25	M. 2,801 W. 822	145	$ 43,500	25	$ 5,000
$ 600	$750		$1,500	93	M. 166	M. 1,369 W. 35	175	$ 91,433	Available	$ 3,000
$ 775	$ 500	Av. $250	Day-$1,450 R. $1,850	1,037	M. 1,397 W. 477	M. 14,568 W. 3,832	625	$ 325,000	400	$ 75,290
$ 600	$ 400	$ 200	$1,600	75	M. 108 W. 129	M. 577 W. 716	250	$ 50,000	Available	$106,000
R. $75 NR. $90	$ 350	$ 108	R. $650 NR. $700	50	M. 41 W. 50	M. 410 W. 299	120	$ 10,000	None	
$ 750	$ 500	M. $270 W. $300	$1,850	77	M. 77 W. 67	M. 643 W. 495	For entering Freshmen-65	$ 27,162	None	
R. $ 90 NR. $158	$ 350	$ 200	R. $900 NR. $975	135	M. 192 W. 338	M. 1,545 W. 1,426	371	$ 11,558	371	$ 30,000
R. $183 NR. $423	$700		R. $1,100 NR. $1,400	300	M. 462 W. 126	M. 3,669 W. 1,327	416	$ 72,000	500	$ 30,000
$ 480	$ 600	Av. $150	$1,250	73	W. 74	W. 573	34	$ 11,500	None	
$ 480	$ 440	$ 120	$1,000	35	M. 84	M. 780 W. 103	38	$ 13,270	10	$ 2,500
R. $172 NR. $528	$630		R. $1,200 NR. $1,600	1,260	M. 886 W. 466	M. 9,255 W. 5,219	892	$ 100,000	2,218	$228,821
$ 630	Av. $345	$ 207	$1,533	347	M. 688 W. 307	M. 3,812 W. 1,717	685	$ 328,000	3,947	$370,890
Fees-R. $158 NR. $178	$ 340	$ 135	R. $ 950 NR. $1,000	60	M. 53 W. 75	M. 547 W. 459	140	$ 10,500	No Info.	$ 6,000
$ 450	$850		$1,500	38	W. 57	W. 291	98	$ 32,000	None	
$ 600	$650		$1,550	20	W. 13	W. 117	14	Varies	None	
$ 830	$1,070		$2,200	107	W. 135	W. 825	183	$ 132,000	None	
$ 50	$ 396	$ 198	$ 800	63	M. 13 W. 91	M. 266 W. 687	24	$ 4,750	6	$ 500
$ 500	$700		$1,500	47	M. 90	M. 976 W. 215	43	$ 13,900	None	

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
Hartt College of Music *Hartford*	Music	Private	Coed	1920	Non-Sect	Sem.	Yes	6,000		1.5
Hillyer College *Hartford*	Lib., TT	Private	Coed	1879	Non-Sect.	Sem.	No	20,000		152
New Haven State Teachers College *New Haven*	TC	State	Coed	1893	Non-Sect.	Sem.	Yes	29,000		37
Saint Joseph College *West Hartford*	Lib.	Private	Women	1925	R.C.	Qtr.	CEEB	28,000		100
Teachers College of Connecticut *New Britain*	TC	State	Coed	1849	Non-Sect.	Sem.	Yes	50,000		62
Trinity College *Hartford*	Lib.	Private	Men Coed-Summer and evening	1823	Non-Sect.	Sem.	CEEB	390,000	AF	80
United States Coast Guard Academy *New London*	Pro.	Federal	Men	1870	Non-Sect.	Sem.	Yes	42,000		59
University of Bridgeport *Bridgeport*	Univ.	Private	Coed	1927	Non-Sect.	Sem.	Yes	65,000		28
University of Connecticut *Storrs*	Univ., L-G	State	Coed	1881	Non-Sect.	Sem.	CEEB	215,000	A-AF	2,500
Wesleyan University *Middletown*	Lib.	Private	Men Coed-Graduate	1831	Non-Sect.	Sem.	CEEB	400,000		60
Yale University *New Haven*	Univ.	Private	Men Coed-Some schools	1701	Non-Sect.	Sem.	CEEB	4,245,583	A-AF-N	1,029
DELAWARE—Middle States Association of Colleges and Secondary Schools										
Delaware State College *Dover*	Lib., TT	State	Coed	1891	Non-Sect.	Sem.	No	24,000		27 Buildings
University of Delaware *Newark*	Univ., L-G	State	Coed	1743	Non-Sect.	Sem.	R. Yes NR. Req. CEEB	215,000	A	590
DISTRICT OF COLUMBIA—Middle States Association of Colleges and Secondary Schools										
American University *Washington*	Univ.	Private	Coed	1893	Methodist	Sem.	Yes	164,446		75
Catholic University of America *Washington*	Univ.	Private	Coed	1887	R.C.	Sem.	CEEB	515,000	AF	136
District of Columbia Teachers College *Washington*	TC	Municipal	Coed	1863	Non-Sect.	Sem.	Yes	65,000		4 city blocks
Dunbarton College of Holy Cross *Washington*	Lib.	Private	Women	1935	R.C.	Sem.	CEEB	34,000		22
Gallaudet College *Washington*	Lib., TT	Federal & Private	Coed	1864	Non-Sect.	Sem.	Yes	17,000		12 Buildings
George Washington University *Washington*	Univ.	Private	Coed	1821	Non-Sect.	Sem.	CEEB	300,000	AF	20
Georgetown University *Washington*	Univ.	Private	Coed Men—Arts and Sciences	1789	R.C.	Sem.	CEEB	230,000	A-AF	112
Howard University *Washington*	Univ.	Federal & Private	Coed	1867	Non-Sect.	Sem.	Yes	308,265	A-AF	50
Trinity College *Washington*	Lib.	Private	Women	1897	R.C.	Sem.	CEEB	70,000		35.6

Tuition (Including Fees) R. -Resident of State NR.-Non-Resident of State	Board	Room	Estimated Total Annual Costs	Total Faculty	Bachelors' and First Professional Degrees Conferred 1955	Fall Enrollment 1956	Student Scholarships	Total Value Student Scholarships	Number of Student Loans	Total Value Student Loans
Av. $700	None		$ 750+ Living expenses	79	M. 12 W. 14	M. 158 W. 95	75	$ 21,708	No Information	
$ 500	None		$ 600+ Living expenses	234	M. 60 W. 10	M. 3,088 W. 1,333	59	$ 18,456	Available	$ 1,000
$ 100	Available-1957		$ 200+ Living expenses	154	M. 79 W. 201	M. 717 W. 1,513	80	$ 8,800	52	$ 2,633
$ 500	$700		$1,300	47	W. 102	W. 454	19	$ 5,450	No Info.	$ 1,250
$ 50 Fees-$37	$ 396	$ 198	$ 800	155	M. 69 W. 123	M. 703 W. 1,159	151	$ 23,049	No Info.	$ 4,000
$ 900	$ 500	$ 230	$1,950	100	M. 217	M. 1,208 W. 116	70 (Freshmen)	$ 37,500	Available	$ 18,622 (None to Freshmen)
Applicants take competitive examinations No tuition or Fees				52	M. 76	M. 541	Not needed			
$ 600	$650		$1,500	100	M. 155 W. 64	M. 2,441 W. 979	187	$ 60,593	No Info.	$ 3,206
Fees-R. $160 NR. $410	$ 500	$ 150	R. $1,250 NR. $1,500	1,167	M. 773 W. 365	M. 7,244 W. 2,923	100	$ 16,000	None	
$ 650	Av. $488	Av. $213	Av. $1,825	111	M. 168	M. 852 W. 86	225+	$ 172,450	Available	$100,000
$1,100	$900		$2,400	1,609	M. 1,392 W. 78	M. 6,767 W. 577	1,956	$1,087,610	Available	$300,000
R. $130 NR. $260	$350		R. $650 NR. $800	31	M. 14 W. 7	M. 140 W. 109	Available		Available	
R. $255 NR. $545	$640		R. $1,050 NR. $1,350	225	M. 166 W. 149	M. 3,357 W. 1,511	380	$ 120,000	Available	$ 12,000
$ 600	$ 460	$ 260	$1,550	436	M. 196 W. 80	M. 3,939 W. 1,914	140	$ 69,000	30	$ 6,395
$ 660	$ 460	$ 250	$1,700	388	M. 303 W. 145	M. 2,289 W. 1,265	224	$ 108,089	395	$101,633
Fees-R. $ 54 NR. $474	No facilities		R. $150 NR. $650	105	M. 34 W. 92	M. 349 W. 820	29	$ 2,900	24	$ 363
$ 550	$ 550	Av. $313	Day-$ 750 R. $1,450	28	W. 25	W. 235	38	$ 19,300	None	
$800			$1,000	39	M. 25 W. 16	M. 125 W. 106	Available		Available	
$ 560	$ 480	$ 240	Av. $1,380	845	M. 635 W. 198	M. 6,780 W. 2,770	450	$ 129,336	436	$ 29,755
$ 850	$ 560	$ 448	$2,100	153	M. 754 W. 74	M. 5,016 W. 605	516	$ 280,115	Available	$ 74,594
$ 213	$ 300	$ 167	$1,200	403	M. 322 W. 156	M. 2,467 W. 1,259	233 (Undergraduate)	$ 86,883	Available	$ 60,073
Day-$ 700 R.-$1,500			Day-$1,000 R.-$1,800	53	W. 113	W. 513	156	$ 50,000	Available	

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
Washington Missionary College *Takoma Park, Washington*	Lib.	Private	Coed	1904	7th. Day Adventist	Sem.	No	47,000		13.5
FLORIDA—Southern Association of Colleges and Secondary Schools										
Barry College *Miami*	Lib.	Private	Women	1940	R.C.	Sem.	Recm. CEEB	23,357		85
Bethune-Cookman College *Daytona Beach*	Lib., TC	Private	Coed	1872	Methodist	Sem.	No	27,000		32
Florida Agricultural and Mechanical University *Tallahassee*	Univ., L-G	State	Coed	1887	Non-Sect.	Sem.	Yes (Statewide tests)	64,000	A	381
Florida Normal and Industrial Memorial College *St. Augustine*	Lib., TT	Private	Coed	1892	Baptist	Sem.	No	20,000		885
Florida Southern College *Lakeland*	Lib.	Private	Coed	1885	Methodist	Sem.	Yes	60,000	A	87
Florida State University *Tallahassee*	Univ.	State	Coed	1851	Non-Sect.	Sem.	Yes	580,000	A-AF	295
John B. Stetson University *De Land*	Univ.	Private	Coed	1883	Baptist	Sem.	Recm. CEEB	173,000	A	43
Rollins College *Winter Park*	Lib., Music	Private	Coed	1885	Non-Sect.	Qtr.	CEEB	90,013		50
University of Florida *Gainesville*	Univ., L-G	State	Coed	1853	Non-Sect.	Sem.	R. Yes NR.-Req. CEEB	600,000	A-AF	1,800
University of Miami *Coral Gables*	Univ.	Private	Coed	1925	Non-Sect.	Sem.	Yes	400,000	A-AF	300+
University of Tampa *Tampa*	Lib.	Private	Coed	1931	Non-Sect.	Sem.	Yes	47,000		26
GEORGIA—Southern Association of Colleges and Secondary Schools										
Agnes Scott College *Decatur*	Lib.	Private	Women	1889	Presb.	Qtr.	CEEB	65,000		60
Albany State College *Albany*	Lib., TC	State	Coed	1903	Non-Sect.	Qtr.	Yes	18,935		110
Atlanta University *Atlanta*	Univ.	Private	Coed	1865	Non-Sect.	Sem.	Yes	134,498		53.07
Brenau College *Gainesville*	Lib.	Private	Women	1878	Non-Sect.	Sem.	Yes	24,000		25
Clark College *Atlanta*	Lib.	Private	Coed	1869	Methodist	Sem.	No	16,000		9.5
Emory University *Emory University*	Univ.	Private	Coed	1836	Methodist.	Qtr. Sem.-Law	CEEB	444,449	AF	400
Fort Valley State College *Fort Valley*	Lib., TC	State	Coed	1895	Non-Sect.	Qtr.	No	29,978		645.5
Georgia Institute of Technology *Atlanta*	Tech., L-G	State	Coed	1885	Non-Sect.	Qtr.	Req. CEEB	150,000	A-AF-N	134
Georgia State College of Business Administration *Atlanta*	Bus. Adm.	State	Coed	1914	Non-Sect.	Qtr.	No	65,000	A	10 Buildings
Georgia State College for Women *Milledgeville*	Lib.	State	Women	1889	Non-Sect.	Qtr.	Yes	63,595		148
Georgia Teachers College *Collegeboro*	TC	State	Coed	1908	Non-Sect.	Qtr.	No	50,000		400

Tuition (Including Fees) R. -Resident of State NR.-Non-Resident of State	Board	Room	Estimated Total Annual Costs	Total Faculty	Bachelors' and First Professional Degrees Conferred 1955	Fall Enrollment 1956	Student Scholarships	Total Value Student Scholarships	Number of Student Loans	Total Value Student Loans
$ 556	$ 315	$ 216	$1,100	55	M. 34 W. 46	M. 335 W. 356	49	$ 8,000	Available	$ 10,000
$ 400	$ 650	Av. $250	$1,400	34	W. 49	M. 40 W. 588	49	$ 18,000	Available	
$ 270	$450		$ 800	45	M. 34 W. 82	M. 289 W. 493	130	$ 26,000	20	$ 6,000
Fees-R. $ 75 NR. $350	$ 315	$ 121	R. $ 600 NR. $1,000	235	M. 147 W. 267	M. 1,427 W. 1,736	143	$ 56,510	70	$ 3,923
R. $170 NR. $270	$ 360	$ 150	R. $800 NR. $900	24	M. 12 W. 50	M. 107 W. 153	15	$ 1,500	Grants-in-aid	$ 24,000
$ 600	$500		$1,200	113	M. 191 W. 106	M. 1,610 W. 1,140	20	$ 10,000	100	$ 10,000
Fees-R. $150 NR. $350	$ 400	$ 180	R. $ 900 NR. $1,300	470	M. 330 W. 458	M. 5,016 W. 4,364	238	$ 59,692	700	$ 48,532
$ 500	$ 400	$ 200	$1,200	136	M. 104 W. 71	M. 892 W. 768	250	$ 103,000	16	$ 4,600
$2,000			$2,310	85	M. 57 W. 43	M. 610 W. 330	187	$ 165,000	12	$ 3,500
R. $150 NR. $500	$ 500	$ 190	R. $1,000 NR. $1,400	700	M. 979 W. 239	M. 9,370 W. 4,564	1,111	$ 225,265	None	
$ 650	Cafeteria	$ 300	$1,500	630	M. 981 W. 309	M. 7,870 W. 3,288	1,048	$ 459,822	20	$ 7,500
$ 414	None	Av. $135	$1,000	55	M. 86 W. 48	M. 956 W. 479	57	$ 33,085	No Info.	$ 5,901
$ 625	$850		$1,700	65	W. 98	W. 599	148	$ 29,000	Available	
Fees-R. $ 90 NR. $240	$ 288	$ 117	R. $650 NR. $800	47	M. 17 W. 190	M. 204 W. 458	None		Available	$ 13,956
$ 300	$500		$ 950	71	M. 15 W. 34	M. 175 W. 353	78	$ 25,000	None	
$ 400	$ 500	$ 160	$1,350	35	W. 17	W. 243	44	$ 15,000	None	
$ 325	$ 293	$ 108	$ 975	49	M. 24 W. 66	M. 283 W. 507	120	$ 12,000	Available	$ 1,945
$ 600	$ 525	$ 225	$1,600	882	M. 484 W. 63	M. 2,760 W. 1,140	209	$ 61,000	148	$ 46,000
Fees-R. $ 90 NR. $240	$ 315	Av. $112	Av. R. $800 NR. $950	68	M. 51 W. 198	M. 313 W. 533	12	$ 3,054	12	$ 700
R. $233 NR. $617	$800		R. $1,200 NR. $1,800	335	M. 762	M. 6,616 W. 39	150	$ 60,000	400	$ 60,000
R. $183 NR. $483	None Est. $600		R. $1,000 NR. $1,300	176	No Info.	M. 4,177 W. 1,476	Available		Available	
$ 135	$ 315	$ 117	$ 900	52	W. 235	W. 630	20	$ 2,065	3	$ 978
R. $165 NR. $300	$ 297	$ 126	R. $850 NR. $985	56	M. 66 W. 176	M. 449 W. 412	5	$ 1,250	10	$ 750

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
La Grange College *La Grange*	Lib.	Private	Coed	1831	Methodist	Sem.	No	18,000		22
Mercer University *Macon*	Univ.	Private	Coed	1833	Baptist	Qtr.	Req. CEEB	125,000	A	65
Morehouse College *Atlanta*	Lib.	Private	Men	1867	Baptist	Sem.	Yes	139,000		10.5
Morris Brown College *Atlanta*	Lib.	Private	Coed	1881	Af. Meth. Episcopal	Sem.	No	12,637		21
North Georgia College *Dahlonega*	Lib.	State	Coed	1873	Non-Sect.	Qtr.	Yes	30,109	A	538
Oglethorpe University *Oglethorpe University*	Lib.	Private	Coed	1835	Non-Sect.	Qtr.	No	21,108		212
Paine College *Augusta*	Lib.	Private	Coed	1882	Methodist	Sem.	Yes	29,000		40
Savannah State College *Savannah*	Lib., Tech., TC	State	Coed	1892	Non-Sect.	Qtr.	No	23,000		136
Shorter College *Rome*	Lib.	Private	Women	1873	Baptist	Sem.	No	31,038		155
Spelman College *Atlanta*	Lib.	Private	Women	1881	Baptist	Sem.	Yes	130,000 (Atlanta University)		23
Tift College *Forsyth*	Lib.	Private	Women	1849	Baptist	Qtr.	No	20,000		35
University of Georgia *Athens*	Univ.	State	Coed	1785	Non-Sect.	Qtr.	No-except Lower ½ H.S. Class	282,000	A-AF	12,959
Valdosta State College *Valdosta*	Lib.	State	Coed	1906	Non-Sect.	Qtr.	No	33,186		100
Wesleyan College *Macon*	Lib.	Private	Women Coed-Fine Arts	1836	Methodist	Sem	Yes	48,880		250
HAWAII—Western College Association										
University of Hawaii *Honolulu*	Univ.	Territorial	Coed	1907	Non-Sect.	Sem.	R. Yes NR. Req. CEEB	251,121	A-AF	710
IDAHO—Northwest Association of Secondary and Higher Schools										
College of Idaho *Caldwell*	Lib.	Private	Coed	1891	Non-Sect. (Affiliated Presb.)	Sem.	Yes	30,000		80
Idaho State College *Pocatello*	Lib., Pro.	State	Coed	1901	Non-Sect.	Sem.	No	54,000	A	477
Northwest Nazarene College *Nampa*	Lib.	Private	Coed	1915	Nazarene	Sem.	No	22,000		14 city blocks
University of Idaho *Moscow*	Univ., L-G	State	Coed	1889	Non-Sect.	Sem.	No	170,000	A-AF-N	1,200+
ILLINOIS—North Central Association of Colleges and Secondary Schools										
Augustana College *Rock Island*	Lib.	Private	Coed	1860	Lutheran	Sem.	No	90,621		71
Aurora College *Aurora*	Lib.	Private	Coed	1893	Advent Christian	Qtr.	No	40,625		5 city blocks
Barat College of the Sacred Heart *Lake Forest*	Lib.	Private	Women	1904	R.C.	Sem.	Recm. CEEB	31,213		68

Tuition (Including Fees) R. -Resident of State NR.-Non-Resident of State	Board	Room	Estimated Total Annual Costs	Total Faculty	Bachelors' and First Professional Degrees Conferred 1955	Fall Enrollment 1956	Student Scholarships	Total Value Student Scholarships	Number of Student Loans	Total Value Student Loans
$ 350	$ 375	$ 125	$1,200	27	M. 7 W. 33	M. 98 W. 165	110 (Including work scholarships)	$ 17,000	No Info.	$ 2,025
$ 363	$ 336	$ 90	$1,200	73	M. 180 W. 56	M. 1,061 W. 494	170	$ 2,500	50	$ 800
$ 275	$ 450		$ 975	41	M. 57	M. 671	80	$ 16,500	32	$ 1,179
$ 275	$ 252	$ 108	$ 850	44	M. 22 W. 56	M. 347 W. 484	200	$ 32,052	Available	$ 1,170
Fees-R. $135 NR. $435	$ 315	$ 117	R. $ 800 NR. $1,100	38	M. 51 W. 58	M. 512 W. 238	None		None	
$ 400	$585		$1,300	24	M. 20 W. 110	M. 165 W. 222	60	$ 20,000	Available	$ 5,000
$ 150	$ 234	$ 90	$ 600	22	M. 8 W. 36	M. 105 W. 184	65	$ 10,915	None	
Fees-R. $121 NR. $150	$459		R. $750 NR. $800	75	M. 38 W. 174	M. 432 W. 560	78	$ 7,112	None	
$ 400	$650		$1,350	36	W. 26	M. 78 W. 158	130	$ 27,262	Available	$ 3,058
$ 275	$405		$1,000	52	W. 67	W. 505	100	$ 20,000	Available	$ 2,250
$ 306	$378		$1,000	25	W. 45	W. 466	75	$ 7,500	10	$ 2,000
R. $183 NR. $483	$ 360	$ 180	R. $1,000 NR. $1,300	320	M. 943 W. 350	M. 6,240 W. 3,135	100	$ 10,000	Available	$ 50,000
Fees-R. $145 NR. $445	$ 315	$ 117	R. $ 700 NR. $1,000	31	M. 20 W. 53	M. 237 W. 283	28	$ 4,620	Available	$ 12,000
$ 450	$ 475	$ 165	$1,150	62	W. 53	M. 2 W. 466	293	$ 54,858	15	$ 4,375
$ 190	$ 500	$ 180	Av. $1,150	412	M. 347 W. 311	M. 3,841 W. 2,736	174	$ 38,430	363	$ 33,158
$ 400	$ 185	Av. $70	$1,000	42	M. 39 W. 27	M. 504 W. 357	100+	$ 65,000	16	$ 3,071
Fees-R. $ 93 NR. $243	$ 360	Av. $110	R. $700 NR. $900	132	M. 130 W. 72	M. 1,527 W. 742	101	$ 13,795	55	$ 2,235
$ 380	$ 330	$ 120	$ 975	34	M. 43 W. 22	M. 276 W. 267	75	$ 7,500	200	$ 20,000
Fees-R. $ 58 NR. $208	$ 390	$ 160	R. $750 NR. $900	235	M. 366 W. 140	M. 2,877 W. 1,030	184	$ 44,000	188	$ 17,000
$ 550	$ 370	$ 160	$1,500	85	M. 103 W. 71	M. 740 W. 635	175	$ 50,000	Available Service Awards- $10,000	
$ 450	$ 378	$ 153	$1,250	36	M. 22 W. 21	M. 459 W. 252	99	$ 20,755	23	$ 6,772
$ 600	$700		$1,500	45	W. 44	W. 238	43	$ 25,285	None	

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
Blackburn College *Carlinville*	Lib.	Private	Coed	1857	Presb.	Sem.	No	23,000		20
Bradley University *Peoria*	Univ.	Private	Coed	1896	Non-Sect.	Sem.	Yes	102,000	AF	18
Carthage College *Carthage*	Lib.	Private	Coed	1846	Lutheran	Sem.	No	55,000		50
Chicago Teachers College *Chicago*	TC	Municipal	Coed	1869	Non-Sect.	Sem.	No	62,000		20
College of St. Francis *Joliet*	Lib.	Private	Women	1874	R.C.	Sem.	No	45,000		22
Concordia Teachers College *River Forest*	TC	Private	Coed	1864	Lutheran	Qtr.	No	45,170		40
De Paul University *Chicago*	Univ.	Private	Coed	1898	R.C.	Sem.	No	145,000	A	6
Eastern Illinois State College *Charleston*	Gen., TC	State	Coed	1895	Non-Sect.	Qtr.	No	100,025		155
Elmhurst College *Elmhurst*	Lib.	Private	Coed	1865	Evang. & Reformed	Sem.	No-except Lower ⅓ H.S. Class	45,000		32
George Williams College *Chicago*	Pro.	Private	Coed	1890	Non-Sect.	Qtr.	No	20,000		110
Greenville College *Greenville*	Lib.	Private	Coed	1855	Free Methodist	Sem.	No	32,000		6
Illinois College *Jacksonville*	Lib.	Private	Coed	1829	Presb. & Cong.	Sem.	No	45,000		60
Illinois Institute of Technology *Chicago*	Tech.	Private	Coed	1940	Non-Sect.	Sem.	Yes Recm. CEEB	122,369	AF-N	110
Illinois State Normal University *Normal*	Univ., TC	State	Coed	1857	Non-Sect.	Sem.	Yes	177,000		260
Illinois Wesleyan University *Bloomington*	Univ.	Private	Coed	1850	Methodist	Sem.	No	51,000		4
Knox College *Galesburg*	Lib.	Private	Coed	1836	Non-Sect.	Qtr.	CEEB	85,600	A	11 city blocks
Lake Forest College *Lake Forest*	Lib.	Private	Coed	1857	Presb.	Sem.	CEEB	72,000		93
Loyola University *Chicago*	Univ.	Private	Coed	1870	R.C.	Sem.	Yes	283,715	A	21
MacMurray College *Jacksonville*	Lib.	Private	Coed.	1846	Methodist	Sem.	No-except Lower ⅓ H.S. Class	55,000		40
Maryknoll Seminary *Glen Ellyn*	Lib.	Private	Men	1949	R.C.	Sem.	Yes	21,500		130
Millikin University *Decatur*	Univ., Lib., Music	Private	Coed	1901	Presb.	Qtr.	Yes	60,000		35
Monmouth College *Monmouth*	Lib.	Private	Coed	1853	United Presb.	Sem.	No-except Lower ½ H.S. Class	65,000		30
Mundelein College *Chicago*	Lib.	Private	Women	1930	R.C.	Sem.	Yes	39,575		½ city block
National College of Education *Evanston*	TC	Private	Coed	1886	Non-Sect.	Sem.	Yes	36,374		5
North Central College *Naperville*	Lib.	Private	Coed	1861	Evang. Un. Brethren	Sem.	Yes	59,000		56

Tuition (Including fees) R. -Resident of State NR.-Non-Resident of State	Board	Room	Estimated Total Annual Costs	Total Faculty	Bachelors' and First Professional Degrees Conferred 1955	Fall Enrollment 1956	Student Scholarships	Total Value Student Scholarships	Number of Student Loans	Total Value Student Loans
$ 400	$200-Student work plan		$ 650	29	M. 11 W. 13	M. 178 W. 172	100	$ 20,000	100	$ 20,000
$ 490	$ 450	$ 240	$1,400	190	M. 348 W. 96	M. 3,140 W. 862	548	$ 153,000	94	$ 10,100
$ 470	$ 386	Av. $155	$1,200	45	M. 35 W. 33	M. 263 W. 211	200	$ 28,500	24	$ 5,650
Fees-R. $ 40 NR. $600	None		R. $ 350 NR. $1,500	163	M. 49 W. 248	M. 1,163 W. 3,041	7	$ 700	Available	$ 1,000
$ 250	$ 450	Av. $150	$1,050	50	W. 49	W. 472	25	$ 25,000	None	
$ 195	$ 325	$ 100	$ 850	54	M. 117 W. 42	M. 317 W. 458	37	$ 4,200	None	
$ 500	None		$ 650+ Living expenses	307	M. 390 W. 188	M. 4,983 W. 2,943	238	$ 72,000	None	
R. $105 NR. $195	$612		R. $875 NR. $965	168	M. 91 W. 115	M. 1,393 W. 915	None		22	$ 3,125
$ 475	$ 330	Av. $160	$1,200	48	M. 59 W. 30	M. 740 W. 442	260 (Including grants)	$ 38,800	Available	$ 3,405
$ 444	$ 525	Av. $206	$1,375	32	M. 27 W. 9	M. 261 W. 78	92	$ 24,660	Available	$ 16,000
$ 390	$ 320	$ 80	$1,150	41	M. 55 W. 67	M. 278 W. 250	10	$ 34,880	72	$ 9,845
$ 500	$ 420	$ 230	$1,500	30	M. 30 W. 12	M. 278 W. 161	92	$ 21,823	9	$ 1,854
Lib.-$680 Engin.-$750	$ 440	$ 252	Lib.-$1,550 Engin.-$1,620	429	M. 389 W. 14	M. 7,336 W. 232	699	$ 235,610	32	$ 4,834
Fees-R. $120	$630		$ 900	300	M. 138 W. 247	M. 1,445 W. 2,442	70 (Plus state tuition scholarships)	$ 18,000	Available	$ 12,000
$ 490	$ 400	$ 220	$1,300	73	M. 47 W. 43	M. 755 W. 544	208+	$ 44,000	Available	$ 25,600
$ 700	$ 405	$ 300	$1,750	82	M. 96 W. 45	M. 527 W. 268	250	$ 110,000	25	$ 9,000
	$1,400		$1,725	50	M. 74 W. 40	M. 859 W. 473	62	$ 32,000	15	$ 4,500
$ 560	$760		$1,600	488	M. 595 W. 154	M. 4,875 W. 2,716	180	$ 100,341	Available	$ 37,533
	$1,400		$1,700	45	W. 65	M. 13 W. 535	125	$ 50,000	5	$ 3,000
$ 460	Arranged individually		$ 500+ Living expenses	17	M. 45	M. 245		Arranged according to needs		
$ 470	$558		$1,400	65	M. 121 W. 73	M. 957 W. 592	105	$ 15,000	85	$ 13,212
$ 600	$ 385	$ 215	$1,700	56	M. 47 W. 41	M. 383 W. 271	200	$ 70,000	6	$ 2,153
$ 280	$ 360	$ 180	$1,150	69	W. 116	W. 916	80	$ 23,356	None	
$ 630	Av. $612		$1,400	45	W. 110	M. 40 W. 611	25	Range: $75-600	Available	$ 9,634
$ 410	$ 325	$ 170	$1,100	51	M. 65 W. 41	M. 547 W. 314	252	$ 31,000	Available	$ 4,500

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
Northern Baptist Theological Seminary *Chicago*	Pro.	Private	Coed	1913	Baptist	Qtr.	Yes	51,000		10
Northern Illinois State College *De Kalb*	Lib., TC	State	Coed	1895	Non-Sect.	Sem.	Yes	100,000		DeKalb-210 Oregon-66
Northwestern University *Evanston and Chicago*	Univ.	Private	Coed	1851	Non-Sect.	Qtr.	CEEB	1,200,000	AF-N	287
Olivet Nazarene College *Kankakee*	Lib.	Private	Coed	1907	Nazarene	Sem.	No	23,500		11 Buildings
The Principia College *Elsah*	Lib.	Private	Coed (Ltd. to children of Christian Scientists)	1898	Christian Science	Qtr.	Req. CEEB	53,167		2,200
Quincy College *Quincy*	Lib.	Private	Coed	1860	R.C.	Sem.	Yes	42,000		4 city blocks
Rockford College and Rockford Men's College *Rockford*	Lib.	Private	Cord.	1847	Non-Sect.	Sem.	Yes Recm. CEEB	45,000		10
Roosevelt University *Chicago*	Lib., Pro.	Private	Coed	1945	Non-Sect.	Sem.	Yes	100,000		½ city block
Rosary College *River Forest*	Lib.	Private	Women	1848	R.C.	Sem.	Req. CEEB	72,000		30
Saint Xavier College *Chicago*	Lib.	Private	Women	1846	R.C.	Sem.	Yes Recm. CEEB	62,000		155
School of the Art Institute of Chicago *Chicago*	Pro.	Private	Coed	1866	Non-Sect.	Qtr.	Yes	60,429		½ city block
Southern Illinois University *Carbondale*	Univ.	State	Coed	1869	Non-Sect.	Qtr.	Yes	168,000	AF	2,252
University of Chicago *Chicago*	Univ.	Private	Coed	1857	Non-Sect.	Qtr.	CEEB	2,000,000		Chicago-100 Total-379
University of Illinois *Urbana*	Univ., L-G	State	Coed	1867	Non-Sect.	Qtr.-Chicago Sem.-Urbana	Yes	3,439,175	A-AF-N	5,639
Western Illinois State College *Macomb*	TC	State	Coed	1899	Non-Sect.	Qtr.	Yes	101,642		290
Wheaton College *Wheaton*	Lib.	Private	Coed	1853	Non-Sect.	Sem.	No-except Lower ⅔ of H.S. Class	100,000	A	12 city blocks

INDIANA—North Central Association of Colleges and Secondary Schools

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
Anderson College and Theological Seminary *Anderson*	Lib., Pro.	Private	Coed	1917	Church of God	Sem.	No	34,644		36
Ball State Teachers College *Muncie*	TC	State	Coed	1918	Non-Sect.	Qtr.	No	157,000	AF	200
Butler University *Indianapolis*	Univ.	Private	Coed	1850	Disciples of Christ	Sem.	No	177,000	AF	256
DePauw University *Greencastle*	Lib., Pro., Music	Private	Coed	1832	Methodist	Sem.	CEEB	128,570	AF	65
Earlham College *Richmond*	Lib.	Private	Coed	1847	Society of Friends	Sem.	No-except Lower ½ H.S. Class	85,000		120
Evansville College *Evansville*	Lib.	Private	Coed	1854	Methodist	Sem.	Yes	38,823	AF	70
Franklin College of Indiana *Franklin*	Lib.	Private	Coed	1834	Baptist	Sem.	Yes	43,315		40

Tuition (Including Fees) R. -Resident of State NR.-Non-Resident of St	Board	Room	Estimated Total Annual Costs	Total Faculty	Bachelors' and First Professional Degrees Conferred 1955	Fall Enrollment 1956	Student Scholarships	Total Value Student Scholarships	Number of Student Loans	Total Value Student Loans
$ 300	$ 378	$ 153	$1,000	25	M. 42 W. 7	M. 249 W. 57	12	$ 2,476	None	
R. $110 NR. $200	$576		R. $850 NR. $950	200	M. 155 W. 216	M. 2,173 W. 1,953	Many available		150	$ 9,000
$ 795	Av. $500	Av. $350	$1,800	1,604	M. 1,341 W. 665	M. 11,253 W. 6,001	1,006 (Undergrad. and graduate)	$ 425,000	Available	$343,000
$ 300	Av. $600		$1,200	43	M. 60 W. 29	M. 503 W. 316	Available		Available	
Day-$660 R.-$990	$ 660	$ 330	Day-$ 860 R.-$2,300	46	M. 45 W. 44	M. 226 W. 254	98	$ 42,332	Unlimited	
$ 400	$ 500	M. $140 W. Av. $195	$1,200	57	M. 60 W. 40	M. 404 W. 225	62	$ 15,890	80	$ 7,500
$ 600	$ 450	$ 250	$1,500	43	W. 34	M. 329 W. 483	70	$ 40,000	Available	$ 2,500
$ 480	None		$ 550+ Living expenses	175	M. 261 W. 172	M. 2,699 W. 1,452	50	$ 40,000	100	$ 5,000
$ 400	$ 600	$ 200	Day-$ 475 R.-$1,300	74	M. 9 W. 143	M. 5 W. 771	78	$ 24,544	None	
$ 350	$700		Day-$ 450 R.-$1,250	60	W. 63	M. 17 W. 722	10	Av. $18,000	15	$ 3,000
Art-$360 Drama-$400	$1,000 (No school facilities)		$1,500	66	M. 45 W. 49	M. 1,085 W. 1,475	224	$ 44,706	None	
R. $102 NR. $192	$ 504	$ 144	R. $ 900 NR. $1,000	323	M. 275 W. 190	M. 4,539 W. 2,523	123	$ 33,599	15	$ 10,000
$ 690	$ 520	Av. $290	$1,800	200	M. 657 W. 162	M. 5,522 W. 2,459	750	$ 400,000	799	$108,898
R. $130 NR. $500	$ 570	$ 180	R. $1,150 NR. $1,450	3,310	M. 2,533 W. 699	M. 20,302 W. 6,169	2,885	$ 374,656	4,264	$409,385
R. $102 NR. $204	$ 400	$ 180	R. $ 800 NR. $1,200	127	M. 130 W. 121	M. 1,685 W. 1,126	25	$ 1,785	23	$ 2,160
$ 560	$ 350	$ 150+	$1,400	140	M. 198 W. 212	M. 957 W. 818	(Undergrad. and graduate)	$ 35,000	Available	$ 25,000
$ 410	$ 400	M. $80-110 W. $50-100	$1,000	54	M. 66 W. 27	M. 612 W. 402	240	$ 24,000	14	$ 5,781
R. $111 NR. $171	Av. $410	Av. $208	R. Av. $835 NR. $895	194	M. 208 W. 317	M. 2,486 W. 2,599	230	$ 20,000	200	$ 7,000
$ 460	$ 400	$ 220	$1,130	205	M. 193 W. 152	M. 2,644 W. 1,352	234	$ 149,680	No information	
$ 700	$ 410	$ 190	$1,700	142	M. 174 W. 139	M. 1,023 W. 982	506	$ 140,000	Available	$ 30,000
$ 610	$600		$1,450	65	M. 53 W. 53	M. 434 W. 373	249	$ 58,697	15	$ 3,640
$ 450	$ 432	$ 180	$1,350	70	M. 125 W. 47	M. 1,604 W. 757	250	$ 50,000	12	$ 860
$ 500	Av. $375	Av. $185	$1,300	36	M. 29 W. 25	M. 400 W. 204	140	$ 30,000	Available	$ 27,500

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
Goshen College *Goshen*	Lib.	Private	Coed	1894	Mennonite	Sem.	No-except Lower ⅓ H.S. Class	50,000		44
Hanover College *Hanover*	Lib.	Private	Coed	1827	Presb.	Sem.	No	50,000		300
Indiana Central College *Indianapolis*	Lib.	Private	Coed	1902	Evang. Un. Brethren	Sem.	Yes	25,000		60
Indiana State Teachers College *Terre Haute*	TC	State	Coed	1865	Non-Sect.	Qtr.	Yes	170,000		19
Indiana University *Bloomington*	Univ.	State	Coed	1820	Non-Sect.	Sem.	No	1,115,000	A-AF	Bloomington-1,395 Indianapolis-75
Manchester College *North Manchester*	Lib.	Private	Coed	1889	Nazarene	Qtr.	No-except Lower ⅓ H.S. Class	45,000		70
Marian College *Indianapolis*	Lib.	Private	Coed	1937	R.C.	Sem.	No	No Info.		7 Buildings
Purdue University *Lafayette*	Univ., L-G	State	Coed	1865	Non-Sect.	Sem.	No	400,000	A-AF-N	6,800
Rose Polytechnic Institute *Terre Haute*	Tech.	Private	Men	1874	Non-Sect.	Sem.	Req. CEEB	23,407	A	123
Saint Joseph's College *Collegeville*	Lib.	Private	Men	1889	R.C.	Sem.	No-except Lower ⅓ H.S. Class	60,000		130
Saint Mary-of-the-Woods College *St. Mary-of-the-Woods*	Lib.	Private	Women	1840	R.C.	Sem.	No-except Lower ½ H.S. Class Recm. CEEB	95,000		1,200
Saint Mary's College *Notre Dame*	Lib.	Private	Women	1844	R.C.	Sem.	CEEB	54,466		50
Taylor University *Upland*	Lib.	Private	Coed	1846	Non-Sect.	Sem.	No	30,564		160
University of Notre Dame *Notre Dame*	Univ.	Private	Men Coed.-Summer	1843	R.C.	Sem.	CEEB	385,000	A-AF-N	1,700
Valparaiso University *Valparaiso*	Univ.	Private	Coed	1859	Lutheran	Sem.	Req. CEEB	120,000+ Law Library		152
Wabash College *Crawfordsville*	Lib.	Private	Men	1832	Non-Sect.	Sem.	Req. CEEB	120,000		50
IOWA—North Central Association of Colleges and Secondary Schools										
Briar Cliff College *Sioux City*	Lib.	Private	Women	1930	R.C.	Sem.	Yes	28,000		70
Buena Vista College *Storm Lake*	Lib.	Private	Coed	1891	Presb.	Sem.	Yes	34,000		20
Central College *Pella*	Lib.	Private	Coed	1853	Reformed	Sem.	No-except Lower ⅓ H.S. Class	35,000		20
Clarke College *Dubuque*	Lib.	Private	Women	1843	R.C.	Sem.	No	30,150		50
Coe College *Cedar Rapids*	Lib.	Private	Coed	1851	Presb.	Sem.	No-except low H.S. Record	63,652	AF	8 city blocks
Cornell College *Mount Vernon*	Lib.	Private	Coed	1852	Methodist	Sem.	No-except low H.S. Record	65,000		60

Tuition (Including fees) R. -Resident of State NR.-Non-Resident of State	Board	Room	Estimated Total Annual Costs	Total Faculty	Bachelors' and First Professional Degrees Conferred 1955	Fall Enrollment 1956	Student Scholarships	Total Value Student Scholarships	Number of Student Loans	Total Value Student Loans
	$900		$1,100	45	M. 69 W. 80	M. 405 W. 456	226	$ 3,900	Available	$ 8,000
$ 450	$ 360	$ 200	$1,100	50	M. 57 W. 21	M. 414 W. 302	130	$ 16,000	No Info.	$ 1,000
$ 435	$ 320	$ 140	$1,100	35	M. 29 W. 20	M. 385 W. 236	118+	$ 23,000	Available	$ 5,574
R. $111 NR. $171	$630		R. $ 900 NR. $1,000	125	M. 146 W. 204	M. 1,841 W. 1,381	342	$ 32,000	300	$ 24,000
R. $180 NR. $495	Av. $676		R. $1,000 NR. $1,350	1,600	M. 1,191 W. 671	M. 13,047 W. 7,767	1,500	$ 260,000+	Available	$100,000
$ 420	$ 315	$ 144	$1,200	55	M. 70 W. 61	M. 490 W. 440	86	$ 19,595	Available	$ 5,000
$ 315	M. None W. Av. $610		$1,225	30	M. 1 W. 27	M 165 W. 334	Available		Available	
R. $200 NR. $575	$705		R. $1,300+ NR. $1,700+	1,100	M. 1,267 W. 289	M. 12,593 W. 2,544	1,688	$ 265,265	1,053	$ 70,200
$ 495	$ 500	$ 140	$1,500	42	M. 54	M. 437	73	$ 30,000	25	$ 7,000
$ 430	$ 530	$ 160	$1,450	65	M. 83	M. 829 W. 7	41	$ 12,800	Available	$ 8,300
$ 300	$ 600	Av. $140	$1,375	50	W. 94	W. 378	44	$ 23,000	None	
$ 650	$ 500	Av. $350	$1,900	78	W. 96	W. 942	90	$ 50,000	None	
$ 420	$ 340	$ 170	$1,250	37	M. 39 W. 36	M. 280 W. 280	20	$ 1,700	Available	$ 14,500
$ 900	$ 460	$ 290	$2,100	436	M. 1,003 W. 1	M. 5,980 W. 33	121	$ 97,737	1,239	$120,579
Lib.-$500 Engin.-$525 (Incl. fees)	$ 430	$ 200	Lib.-$1,475 Engin.-$1,525	150	M. 180 W. 115	M. 1,427 W. 1,148	698	$ 147,000	Available	
$ 600	$ 400	$ 300	$1,500	60	M. 96	M. 598	250	$ 116,000	136	$ 28,500
$ 250	$ 460	Av. $105	$1,150	26	W. 27	W. 294	65	$ 13,000	None	
$ 400	$ 400	$ 200	$1,200	35	M. 41 W. 19	M. 337 W. 191	175	$ 30,200	Available	$ 5,000
$ 440	$ 335	$ 80	$1,200	38	M. 34 W. 18	M. 251 W. 151	No Info.	$ 26,000	Available	
$ 300	$ 560	Av. $200	$1,300	60	W. 82	W. 632	20 (CEEB Test Required)	$ 6,000	Available	$ 1,000
$ 600	$ 430	$ 230	$1,350	57	M. 64 W. 20	M. 564 W. 374	400-450	$ 80,000	75-100	$ 15,000
$ 600	$ 400	$ 225	$1,350	74	M. 69 W. 41	M. 414 W. 355	249	$ 86,445	15	$ 3,000

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
Drake University *Des Moines*	Univ.	Private	Coed	1881	Disciples of Christ	Sem.	No	150,000	AF	35
Grinnell College *Grinnell*	Lib.	Private	Coed	1846	Cong. & Episcopal	Sem.	CEEB	130,000	AF	80
Iowa State College of Agriculture and Mechanic Arts *Ames*	Tech., L-G	State	Coed	1858	Non-Sect.	Qtr.	No-except Non-H.S. Graduates	450,000	A-AF-N	3,100
Iowa State Teachers College *Cedar Falls*	TC	State	Coed	1876	Non-Sect.	Qtr.	No-except Lower ½ H.S. Class	155,000		343
Iowa Wesleyan College *Mount Pleasant*	Lib.	Private	Coed	1842	Methodist	Sem.	No	25,000		25
Loras College *Dubuque*	Lib.	Private	Men	1839	R.C.	Sem.	No	117,456		50
Luther College *Decorah*	Lib.	Private	Coed	1861	Evang. Lutheran	Sem.	No	103,000		85
Marycrest College *Davenport*	Lib.	Private	Women Coed-Sat. and evening	1939	R.C.	Sem.	No	25,358		11
Morningside College *Sioux City*	Lib.	Private	Coed	1889	Methodist	Sem.	Yes	67,000		28
Parsons College *Fairfield*	Lib.	Private	Coed	1875	Presb.	Sem.	No-except Lower ⅓ H.S. Class	40,000		55
Saint Ambrose College *Davenport*	Lib.	Private	Men	1882	R.C.	Sem.	No	35,000		14
Simpson College *Indianola*	Lib.	Private	Coed	1860	Methodist	Sem.	No-except Lower ½ H.S. Class	42,000		22
State University of Iowa *Iowa City*	Univ.	State	Coed	1847	Non-Sect.	Sem.	Yes	859,300	A-AF	720
University of Dubuque *Dubuque*	Lib., Theol.	Private	Coed	1852	Presb.	Sem.	No-except Lower ½ H.S. Class	43,459		48
Upper Iowa University *Fayette*	Lib.	Private	Coed	1857	Non-Sect.	Qtr.	Yes	26,000		6
Wartburg College *Waverly*	Lib.	Private	Coed	1852	American Lutheran	Sem.	Yes	35,000		40
Westmar College *Le Mars*	Lib.	Private	Coed	1890	Evang. Un. Brethren	Sem.	No	50,000		25
KANSAS—North Central Association of Colleges and Secondary Schools										
Baker University *Baldwin*	Lib.	Private	Coed	1858	Methodist	Sem.	Yes	88,026		14 blocks
Bethany College *Lindsborg*	Lib.	Private	Coed	1881	Augustana Lutheran	Sem.	No	30,000		24
Bethel College *North Newton*	Lib.	Private	Coed	1887	Mennonite	Qtr.	No	29,000		80
College of Emporia *Emporia*	Lib.	Private	Coed	1882	Presb.	Sem.	No	33,000		40
Fort Hays Kansas State College *Hays*	Lib., TC	State	Coed	1901	Non-Sect.	Sem.	Yes	81,000		4,120
Friends University *Wichita*	Lib.	Private	Coed	1888	Society of Friends	Sem.	No	35,000		20

Tuition (Including fees) R. -Resident of State NR.-Non-Resident of State	Board	Room	Estimated Total Annual Costs	Total Faculty	Bachelors' and First Professional Degrees Conferred 1955	Fall Enrollment 1956	Student Scholarships	Total Value Student Scholarships	Number of Student Loans	Total Value Student Loans
$ 500	$630		$1,400	180	M. 333 W. 181	M. 2,935 W. 3,266	630	$ 125,000	30	$ 6,000
$ 700	$ 430	$ 340	$1,800	85	M. 86 W. 42	M. 490 W. 378	280	$ 150,000	Available	$ 16,000
R. $198 NR. $408	$ 390	$ 180	R. $1,100 NR. $1,300	1,500	M. 790 W. 315	M. 7,822 W. 1,895	675	$ 120,000	3,000	$179,000
$ 159	$ 390	$ 135	$1,150	248	M. 146 W. 184	M. 1,465 W. 1,200	300	$ 9,432	50	$ 5,000
$ 462	$ 360	Av. $167	$1,300	30	M. 27 W. 22	M. 296 W. 269	150+	$ 38,000	10	$ 2,500
$ 350	$ 400	Av. $130	$1,350	72	M. 98 W. 7	M. 1,266 W. 3	200	$ 25,000	None	
$ 450	$ 325	$ 160	$1,100	65	M. 70 W. 46	M. 617 W. 437	125	$ 26,500	102	$ 31,785
$ 320	$ 440	Av. $235	$1,200	40	W. 92	M. 10 W. 557	94	$ 11,500	None	
$ 460	$510		$1,200	56	M. 58 W. 19	M. 755 W. 395	160	$ 48,000	20	$ 3,870
$ 410	$ 400	$ 200	$1,300	42	M. 16 W. 8	M. 372 W. 160	92	$ 29,580	Available	$ 500
$ 450	$ 480	$ 150	$1,350	67	M. 117	M. 1,051 W. 386	51	$ 25,100	None	
$ 465	$ 378	$ 196	$1,200	40	M. 40 W. 16	M. 398 W. 220	359	$ 52,843	35	$ 6,572
R. $204 NR. $424	$ 430	$ 220	R. $1,200 NR. $1,450	607	M. 777 W. 350	M. 7,072 W. 2,829	2,673	$ 494,388	655	$ 75,356
$ 410	$ 396	$ 165	$1,275	39	M. 66 W. 24	M. 266 W. 198	217	$ 34,690	60	$ 12,000
$ 400	Av. $303	Av. $155	$1,250	25	M. 27 W. 7	M. 259 W. 249	75	$ 12,500	90	$ 29,000
$ 431	$ 300	$ 150	$1,200	56	M. 80 W. 31	M. 477 W. 355	130	$ 14,555	Available	$ 2,130
$ 375	$ 310	$ 105	$1,100	35	M. 35 W. 15	M. 295 W. 210	258	$ 24,688	Available	$ 7,922
$ 400	$ 315	$ 200	$1,200	36	M. 41 W. 36	M. 311 W. 232	68	$ 16,463	59	$ 6,961
$ 400	Av. $333	Av. $126	$1,250	35	M. 17 W. 14	M. 179 W. 136	129+	$ 18,000	8	$ 1,600
$ 360	$ 278	$ 135	$1,100	40	M. 40 W. 25	M. 252 W. 212	75	$ 7,000	50	$ 980
$ 400	$ 360	Av. $135	$1,200	28	M. 17 W. 13	M. 180 W. 98	116	$ 21,503	Available	$ 6,500
R. $110 NR. $184	$ 376	$ 144	R. $750 NR. $850	116	M. 84 W. 70	M. 1,452 W. 905	100	$ 12,000	200	$ 15,000
$ 420	$ 330	$ 150	$1,275	46	M. 40 W. 37	M. 401 W. 329	125	$ 11,000	31	$ 10,000

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
Kansas State College of Agricultural and Applied Science *Manhattan*	Tech., L-G	State	Coed	1863	Non-Sect.	Sem.	No	200,000	A-AF	Campus-153 Total-8,508
Kansas State Teachers College *Emporia*	TC	State	Coed	1863	Non-Sect.	Sem.	No	142,000		57
Kansas State Teachers College *Pittsburg*	TC	State	Coed	1903	Non-Sect.	Sem.	No	110,000	A	100
Marymount College *Salina*	Lib.	Private	Women	1925	R.C.	Sem.	Yes	28,000		20
McPherson College *McPherson*	Lib.	Private	Coed	1887	Ch. of the Brethren	Sem.	No	20,000		24.5
Mount St. Scholastica College *Atchison*	Lib.	Private	Women	1863	R.C.	Sem.	No	33,000		62
Ottawa University *Ottawa*	Lib.	Private	Coed	1865	Baptist	Sem.	Yes	31,796		36.33
St. Benedict's College *Atchison*	Lib.	Private	Men	1859	R.C.	Sem.	No	110,000		1,070
Saint Mary College *Xavier*	Lib., TC	Private	Women	1882	R.C.	Sem.	Yes	60,000		28
Southwestern College *Winfield*	Lib.	Private	Coed	1885	Methodist	Sem.	Yes	40,000		40
University of Kansas *Lawrence*	Univ.	State	Coed	1864	Non-Sect.	Sem.	No	700,000	A-AF-N	884
University of Wichita *Wichita*	Univ.	Municipal	Coed	1892	Non-Sect.	Sem.	Yes	112,000	A-AF	130
Washburn University of Topeka *Topeka*	Univ., Lib., Law	Municipal	Coed	1865	Non-Sect.	Sem.	No	77,000	AF	160
KENTUCKY—Southern Association of Colleges and Secondary Schools										
Asbury College *Wilmore*	Lib.	Private	Coed	1890	Non-Sect.	Qtr.	Yes	52,000		18
Bellarmine College *Louisville*	Lib.	Private	Men	1950	R.C.	Sem.	Yes	No Info.		2 Buildings
Berea College *Berea*	Lib.	Private	Coed	1869	Non-Sect.	Sem.	Yes	128,496		990
Centre College of Kentucky *Danville*	Lib.	Private	Coed	1819	Presb.	Sem.	CEEB	66,301		62
Eastern Kentucky State College *Richmond*	TC	State	Coed	1906	Non-Sect.	Sem.	No	95,000	A	233
Georgetown College *Georgetown*	Lib.	Private	Coed	1787	Baptist	Sem.	No	34,000		35
Kentucky State College *Frankfort*	Lib., TC	State	Coed	1886	Non-Sect.	Sem.	Yes	22,602		308
Kentucky Wesleyan College *Owensboro*	Lib.	Private	Coed	1860	Methodist	Sem.	No	25,675		70
Morehead State College *Morehead*	Lib., TC	State	Coed	1922	Non-Sect.	Sem.	No	45,000		435
Murray State College *Murray*	Lib., TC	State	Coed	1922	Non-Sect.	Sem.	Yes	54,000	A	70
Nazareth College *Louisville*	Lib.	Private	Women	1920	R.C.	Sem.	Yes	33,519		5
Transylvania College *Lexington*	Lib.	Private	Coed	1780	Disciples of Christ	Qtr.	Yes	50,000		14

Tuition (Including Fees) R. -Resident of State NR.-Non-Resident of State	Board	Room	Estimated Total Annual Costs	Total Faculty	Bachelors' and First Professional Degrees Conferred 1955	Fall Enrollment 1956	Student Scholarships	Total Value Student Scholarships	Number of Student Loans	Total Value Student Loans
R. $180 NR. $262	$ 450	$ 200	R. $1,000 NR. $1,200	1,007	M. 673 W. 259	M. 5,310 W. 1,607	450	$ 350,000	500	$ 52,500
R. $116 NR. $190	$ 280	$ 150	R.$850 NR.$950	157	M. 113 W. 97	M. 1,472 W. 1,218	155	$ 27,680	188	$ 18,000
R. $110 NR. $206	$ 289	$ 135	R.$850 NR.$950	151	M. 173 W. 128	M. 1,682 W. 974	77	$ 12,000	Available	$ 6,000
$ 150	$ 430	Av. $100	$1,000	42	W. 38	M. 5 W. 431	80	$ 10,000	80 (Grants-in-aid)	$ 8,000
$ 420	$ 300 Cafeteria	Av. $125	$1,000	36	M. 33 W. 23	M. 242 W. 183	225	$ 15,200	Available	$ 14,500
$ 200	$ 360	$ 100	$1,000	43	W. 61	M. 2 W. 409	50	$ 25,000	None	
$ 410	$ 350	Av. $168	$1,000	33	M. 38 W. 39	M. 253 W. 223	48	$ 10,000	50	$ 7,100
$ 300	$ 400	$ 120	$1,150	53	M. 70	M. 608	90	$ 35,000	None	
$ 300	$ 450	Av. $165	$1,000	54	W. 75	M. 29 W. 632	46	$ 9,200	2 (Seniors only)	$ 600
$ 370	$ 360	$ 150	$1,200	40	M. 35 W. 45	M. 280 W. 236	40	$ 10,000	Available	$ 20,231
R. $172 NR. $322	$585		R. $1,100 NR. $1,500	1,170	M. 811 M. 382	M. 6,256 W. 2,608	600	$ 150,000	2,000	$152,000
R. $300 NR. $375	$610		R. $1,100 NR. $1,300	250	M. 249 W. 89	M. 4,129 W. 1,341	450	$ 100,000	400	$ 60,000
$ 270	M. $700 W. $600		M. $1,100 W. $1,000	77	M. 175 W. 51	M. 1,424 W. 652	250	Av. $35,000	Available	$ 31,749
$ 360	$ 198	$ 145	$1,050	50	M. 92 W. 78	M. 448 W. 462	25	$ 4,000	Available	$ 3,000
$ 350	None Est. $700		$1,300	37	M. 38	M. 681 W. 35	Available		Available	
None	$ 220	$ 98	Av. $475	100	M. 105 W. 101	M. 576 W. 589	Av. 1,050	$ 42,775 (Plus free tuition)	758	$ 85,000
$ 525	$ 380	Av. $185	$1,450	35	M. 34 W. 25	M. 261 W. 191	204	$ 75,000	None	
R. $ 98 NR. $110	$ 300	$ 90	R. $800 NR. $850	96	M. 170 W. 165	M. 1,385 W. 1,115	None		Available	$ 7,600
$ 250	$ 300	$ 110	$ 950	52	M. 62 W. 72	M. 461 W. 550	470	$ 74,109	125	$ 30,000
R. None NR. $45	$ 307	$ 61	R. $650 NR. $700	44	M. 32 W. 61	M. 291 W. 239	84	$ 10,728	48	$ 4,677
$ 390	Av. $160	$ 160	$1,050	29	M. 32 W. 19	M. 348 W. 207	53	$ 7,199	Available	$ 1,110
R. $ 90 NR. $135	$ 324	$ 108	R. $800 NR. $900	66	M. 61 W. 72	M. 644 W. 737	140+	$ 46,500	Available	$ 800
Fees-R. $102 NR. $142	$ 290	$ 126	R. $800 NR. $900	115	M. 136 W. 87	M. 1,274 W. 963	166	$ 25,225	184	$ 14, 000
$ 250	Cafeteria	None	$1,000	56	W. 85	M. 11 W. 845	52	$ 13,000	5	$ 1,392
$ 450	$ 360	Av. $183	$1,200	40	M. 27 W. 29	M. 238 W. 240	100	$ 65,000	None	

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
Union College *Barbourville*	Lib.	Private	Coed	1879	Methodist	Sem.	Yes	23,000		70
University of Kentucky *Lexington*	Univ., L-G	State	Coed	1865	Non-Sect.	Sem.	No	720,000	A-AF	Campus-106 Total-16,600
University of Louisville *Louisville*	Univ.	Municipal	Coed	1798	Non-Sect.	Sem.	Yes	249,489	AF-N	55
Ursuline College *Louisville*	Lib.	Private	Women Coed-Evening	1921	R.C.	Sem.	Yes	27,000		43
Western Kentucky State College *Bowling Green*	Lib., TC	State	Coed	1906	Non-Sect.	Sem.	Yes	86,000	A-AF	640

LOUISIANA—Southern Association of Colleges and Secondary Schools

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
Centenary College of Louisiana *Shreveport*	Lib.	Private	Coed	1825	Methodist	Sem.	Yes	50,000	A	75
Dillard University *New Orleans*	Lib.	Private	Coed	1930	Cong. Chr. & Meth. Episc.	Sem.	No	42,463		64
Grambling College *Grambling*	TC	State	Coed	1901	Non-Sect.	Sem.	No	20,606		300
Louisiana College *Pineville*	Lib., TT	Private	Coed	1906	Baptist	Sem.	No	22,641		81
Louisiana Polytechnic Institute *Ruston*	Tech., Univ.	State	Coed	1894	Non-Sect.	Sem.	No	57,643	AF	499
Louisiana State University and Agricultural and Mechanical College *Baton Rouge*	Univ., L-G	State	Coed	1845	Non-Sect.	Sem.	No	656,639	A-AF	4,725
Loyola University *New Orleans*	Univ.	Private	Coed	1849	R.C.	Sem.	No	159,853	A	17
McNeese State College *Lake Charles*	Lib.	State	Coed	1938	Non-Sect.	Sem.	No	20,312	A	170
Northeast Louisiana State College *Monroe*	Lib., TC	State	Coed	1928	Non-Sect.	Sem.	Yes	27,104	A	51
Northwestern State College of Louisiana *Natchitoches*	Lib., Pro., TC	State	Coed	1884	Non-Sect.	Sem.	No	100,000	A	766
Notre Dame Seminary *New Orleans*	Univ., Theol.	Private	Men	1923	R.C.	Sem.	No	30,000		10 city blocks
St. Mary's Dominican College *New Orleans*	Lib.	Private	Women	1908	R.C.	Sem.	No	22,000		2 city blocks
Southeastern Louisiana College *Hammond*	Lib., TC	State	Coed	1925	Non-Sect.	Sem.	No	50,000		1,075
Southern University and Agricultural and Mechanical College *Baton Rouge*	Univ., L-G	State	Coed	1880	Non-Sect.	Sem.	Yes	71,151	A	523
Southwestern Louisiana Institute *Lafayette*	Lib., Tech., Pro., TC	State	Coed	1898	Non-Sect.	Sem.	No	115,000	AF	853

Tuition (Including Fees) R. - Resident of State NR.-Non-Resident of State	Board	Room	Estimated Total Annual Costs	Total Faculty	Bachelors' and First Professional Degrees Conferred 1955	Fall Enrollment 1956	Student Scholarships	Total Value Student Scholarships	Number of Student Loans	Total Value Student Loans
$ 200	$ 290	$ 90	$1,100	30	M. 44 W. 59	M. 342 W. 366	181	$ 29,118	Available	
R. $130 NR. $250	$510		R. $ 900 NR. $1,020	509	M. 587 W. 275	M. 5,611 W. 2,981	282	$ 88,000	100	$ 38,000
R. $448 (Jefferson County) NR. $548	Cafeteria	M. $130 W. $180	R. $1,300 NR. $1,400	253	M. 505 W. 92	M. 4,573 W. 1,498	311	$ 55,130	No Information	
$ 240	$ 450	Av. $275	$1,250	34	W. 37	W. 396	26	$ 6,240	Available	$ 366
R. $ 70 NR. $110	$ 250	$ 108	R. $850 NR. $900	113	M. 149 W. 100	M. 1,101 W. 1,051	15	$ 3,000	Available	$ 50,000
$ 450	$ 380	$ 108	$1,200	60	M. 76 W. 54	M. 1,083 W. 542	200	$ 68,000	15	$ 800
$ 300	$480		$ 900	63	M. 28 W. 67	M. 309 W. 561	92	$ 26,000	Available	$ 4,850
R. $ 25 NR. $200	$ 293	$ 36	R. $600 NR. $775	180	M. 64 W. 317	M. 707 W. 1,306	103	$ 48,000	None	
$ 250	$ 290	$ 90	$ 700	42	M. 60 W. 61	M. 563 W. 397	786	$ 39,864	Available	$ 3,355
R. None NR. $200	$376		R. $750 NR. $950	184	M. 233 W. 158	M. 2,146 W. 860	618	$ 41,608	None	
Fees-R. $ 70 NR. $270	Av. $409	Av. $153	R. $ 950 NR. $1,150	892	M. 841 W. 309	M. 7,693 W. 2,634	2,466	$ 235,670	12	$ 3,340
$520-670	Av. $350		$1,100	193	M. 186 W. 47	M. 1,666 W. 820	129	$ 45,150	Available	$ 24,035
Fees-R. $ 46 NR. $200	Av. $324	Av. $66	R. $ 850 NR. $1,050	73	M. 60 W. 41	M. 1,214 W. 687	179 (Work scholarships)	$ 20,584	Available	$ 1,750
R. None NR. $200	Av. $351	$ 90	R. $ 800 NR. $1,000	99	M. 76 W. 99	M. 1,087 W. 697	159	$ 18,303	75	$ 1,125
R. None NR. $200	$ 270	$ 80	R. $ 800 NR. $1,000	140	M. 132 W. 168	M. 1,092 W. 1,235	1,500	$ 200,000	Available	$ 12,000
	$600		$ 800	10	M. 16	M. 83	2	$ 600	42	$ 21,588
$ 450	$700		$1,400	39	W. 34	W. 357	40	$ 11,850	None	
Fees-R. $ 52 NR. $252	$ 312	$ 92	R. $ 800 NR. $1,000	117	M. 93 W. 77	M. 1,003 W. 595	820	$ 13,940	9	$ 1,900
R. $ 32 NR. $232	$ 270	$ 68	R. $775 NR. $975	265	M. 144 W. 331	M. 1,873 W. 2,441	922	$ 65,086	110	$ 3,000
R. None NR. $250	$ 280	Av. $136	R. $775 NR. $975	220	M. 296 W. 206	M. 2,764 W. 1,231	750	$ 79,500 (Incl. fee exemption)	479	$ 20,741

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
Tulane University of Louisiana (including H. Sophie Newcomb Memorial College) *New Orleans*	Univ.	Private	Cord.-Lib. Coed-other schools	1834	Non-Sect.	Sem.	CEEB	576,829	A-AF-N	132
Xavier University of Louisiana *New Orleans*	Univ.	Private	Coed	1915	R.C.	Sem.	No	76,829		20

MAINE—New England Association of Colleges and Secondary Schools

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
Bates College *Lewiston*	Lib.	Private	Coed	1864	Non-Sect.	Sem.	CEEB	95,000		95
Bowdoin College *Brunswick*	Lib.	Private	Men	1794	Non-Sect.	Sem.	CEEB	250,000	A	110
Colby College *Waterville*	Lib.	Private	Coed	1813	Non-Sect.	Sem.	CEEB	167,500	AF	600
University of Maine *Orono*	Univ., L-G	State	Coed	1865	Non-Sect.	Sem.	Yes	268,371	A	1,020

MARYLAND—Middle States Association of Colleges and Secondary Schools

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
College of Notre Dame of Maryland *Baltimore*	Lib.	Private	Women	1848	R.C.	Sem.	CEEB	45,000		64
Goucher College *Towson*	Lib.	Private	Women	1885	Non-Sect.	Tri-term	CEEB	97,000		421
Hood College *Frederick*	Lib.	Private	Women	1893	Evang. & Reformed	Sem.	CEEB	45,000		112
Johns Hopkins University *Baltimore*	Univ.	Private	Men, Women	1867	Non-Sect.	Sem.	No Recm. CEEB	825,000	A	152
Loyola College *Baltimore*	Lib.	Private	Men	1852	R.C.	Sem.	Yes	47,000	A	18
Maryland State College, Division of University of Maryland *Princess Anne*	Lib., Tech.	State	Coed	1886	Non-Sect.	Sem.	No	22,000	AF	308
Morgan State College *Baltimore*	Lib.	State	Coed	1867	Non-Sect.	Sem.	Yes	65,490	A	111
Mount Saint Agnes College *Baltimore*	Lib.	Private	Women	1867	R.C.	Sem.	No	28,000		39
Mount St. Mary's College *Emmitsburg*	Lib.	Private	Men Coed-Summer	1808	R.C.	Sem.	Req. CEEB	62,000		1,200
Peabody Conservatory of Music *Baltimore*	Music	Private	Coed	1857	Non-Sect.	Sem.	Yes	250,000		1 city block
St. John's College *Annapolis*	Lib.	Private	Coed	1784	Non-Sect.	Qtr.	No	40,000		32
St. Joseph College *Emmitsburg*	Lib.	Private	Women	1809	R.C.	Sem.	CEEB	20,000		23
St. Mary's Seminary and University *Baltimore*	Lib., Theol.	Private	Men	1791	R.C.	Sem.	Yes	100,000		270
State Teachers College *Frostburg*	TC	State	Coed	1902	Non-Sect.	Sem.	Yes	29,000		60
State Teachers College *Salisbury*	TC	State	Coed	1925	Non-Sect.	Sem.	Yes	26,000		60
State Teachers College *Towson*	TC	State	Coed	1865	Non-Sect.	Sem.	Yes	48,000		72

Tuition (Including Fees) R. -Resident of State NR.-Non-Resident of State	Board	Room	Estimated Total Annual Costs	Total Faculty	Bachelors' and First Professional Degrees Conferred 1955	Fall Enrollment 1956	Student Scholarships	Total Value Student Scholarships	Number of Student Loans	Total Value Student Loans
$ 750 (Incl. fees)	$800		$1,700	1,000	M. 570 W. 197	M. 4,886 W. 1,802	700	$ 400,000+	Available	$ 90,000
$ 300	$400		$1,100	112	M. 78 W. 84	M. 487 W. 575	80	$ 65,000	Available	$ 605
$ 700	$600		$1,600	55	M. 92 W. 87	M. 478 W. 382	170	$ 56,000	25	$ 1,302
$ 800	$ 460	$ 216	$1,800	87	M. 177	M. 824	200	$ 125,000	870	$ 45,000
$ 800	$ 400	$ 220	$1,800	87	M. 99 W. 87	M. 723 W. 538	302	$ 132,600	100	$ 27,000
R. $265 NR. $500	$590		R. $1,250 NR. $1,450	219	M. 358 W. 169	M. 2,990 W. 1,394	460	$ 87,798	40	$ 9,465
$ 450	Av. $900		$1,700	60	W. 78	W. 548	40	$ 18,000	Available	
$ 775	$1,025		$2,400	71	W. 113	W. 694	170	$ 129,265	13	$ 6,250
$ 650	$850		$1,800	57	W. 69	W. 535	84	$ 35,000	Available	$ 5,159
$1,000	$725		$2,100	242	M. 414 W. 75	M. 6,380 W. 1,281	450	$ 260,000	112	$ 27,124
$ 650 (Incl. fees)	None		$ 650+ Living expenses	60	M. 122 W. 5	M. 1,159 W. 213	43	$ 12,750	53	$ 10,330
R. $155 NR. $180	$ 289	$ 50	R. $700 NR. $750	43	M. & W. 45	M. 296 W. 133	30	$ 5,000	None	
R. $153 NR. $253	$ 324	R. $ 92 NR. $146	R. $825 NR. $925	123	M. 110 W. 176	M. 1,081 W. 981	497	$ 84,275	Available	$ 500
$ 400	$ 600	$ 150	Day-$ 650 R.-$1,400	31	W. 59	W. 254	41 (Competitive Exams)	$ 17,255	None	
$ 450	$ 400	Av. $160	$1,200	42	M. 77	M. 632	48	$ 25,000	None	
$ 800	None		Av. $1,400	53	M. 9 W. 6	M. 146 W. 226	64	$ 25,000	5	$ 1,030
$ 850	$650		$1,800	26	M. 10 W. 6	M. 118 W. 58	108	$ 93,388	18	$ 5,300
$ 400	$ 400	$ 200	$1,300	47	W. 41	W. 313	10	$ 4,000	No Information	
$ 250	$ 400	$ 100	$1,050	55	M. 146	M. 685	None		None	
Fees-R. $ 30 NR. $200	$250		R. $600 NR. $800	34	M. 23 W. 34	M. 297 W. 312	None		31	$ 4,000
Fees-R. $ 33 NR. $200	$216		R. $650 NR. $850	22	M. 19 W. 17	M. 149 W. 216	None		None	
Fees-R. $ 25 NR. $200	$216		R. $600 NR. $800	90	M. 39 W. 115	M. 347 W. 932	22	$ 2,200	16	$ 1,797

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
United States Naval Academy *Annapolis*	Pro.	Federal	Men	1845	Non-Sect.	2 Terms	Yes	150,652		254
University of Maryland *College Park*	Univ., L-G	State	Coed	1807	Non-Sect.	Sem.	Yes	314,000	AF	2,503
Washington College *Chestertown*	Lib.	Private	Coed	1706	Non-Sect.	Sem.	Recm. CEEB	42,400		60
Western Maryland College *Westminster*	Lib.	Private	Coed	1867	Methodist	Sem.	No-except Lower ½ H.S. Class Recm. CEEB	51,000	A	95
Woodstock College *Woodstock*	Lib., Theol., TC	Private	Men	1869	R.C.	Sem.	No	150,000		800
MASSACHUSETTS—New England Association of Colleges and Secondary Schools										
American International College *Springfield*	Lib., Pro.	Private	Coed	1885	Non-Sect.	Sem.	Req. CEEB	80,000		35
Amherst College *Amherst*	Lib.	Private	Men	1825	Non-Sect.	Sem.	CEEB	300,000		405
Anna Maria College for Women *Paxton*	Lib.	Private	Women	1946	R.C.	Sem.	Recm. CEEB	12,000		293
Assumption College *Worcester*	Lib.	Private	Men Coed-Summer and Evening	1904	R.C.	Sem.	Recm. CEEB	65,000		95
Atlantic Union College *South Lancaster*	Lib.	Private	Coed	1882	7th Day Adventist	Sem.	Yes Recm. CEEB	40,000		230
Babson Institute of Business Administration *Babson Park*	Bus. Adm.	Private	Men	1919	Non-Sect.	Qtr.	Recm. CEEB	22,000		400
Boston College *Chestnut Hill*	Univ.	Private	Coed	1863	R.C.	Sem.	CEEB	276,028	A	130
Boston University *Boston*	Univ.	Private	Coed	1839	Non-Sect.	Sem.	CEEB	481,818	A-AF	Campus- 35 Total- 700
Brandeis University *Waltham*	Univ.	Private	Coed	1948	Non-Sect.	Sem.	CEEB	110,000		200
Clark University *Worcester*	Univ.	Private	Coed	1887	Non-Sect.	Sem.	CEEB	210,000		45
College of the Holy Cross *Worcester*	Lib.	Private	Men	1843	R.C.	Sem.	CEEB	200,000	AF-N	163
College of Our Lady of the Elms *Chicopee*	Lib.	Private	Women	1928	R.C.	Sem.	Yes	21,000		25
Eastern Nazarene College *Quincy*	Lib., Theol.	Private	Coed	1918	Nazarene	Sem.	No	28,000		13
Emerson College *Boston*	Lib.	Private	Coed	1880	Non-Sect.	Sem.	Req. CEEB	15,000		¾
Emmanuel College *Boston*	Lib.	Private	Women	1919	R.C.	Sem.	CEEB	37,740		16.5
Harvard University *Cambridge*	Univ.	Private	Men Coed-Graduate	1636	Non-Sect.	Sem.	CEEB	6,000,000	A-AF-N	4,000
Hebrew Teachers College *Brookline*	Lib., TC	Private	Coed	1921	Jewish	Sem.	No-2 Yrs. gen. college req. for adm.	32,000		2
Jackson College *Medford*	Lib.	Private	Women Cord. with Tufts Univ.	1910	Non-Sect.	Sem.	CEEB	250,000		300

Tuition (Including Fees) R. -Resident of State NR.-Non-Resident of State	Board	Room	Estimated Total Annual Costs	Total Faculty	Bachelors' and First Professional Degrees Conferred 1955	Fall Enrollment 1956	Student Scholarships	Total Value Student Scholarships	Number of Student Loans	Total Value Student Loans
"All candidates must be nominated for appointment from an authorized source."				492	M. 742	M. 3,777	Not Applicable			
R. $240 NR. $490	$ 360	Av. R. $155 Av. NR. $200	$1,100 $1,400	819	M. 1,321 W. 337	M. 12,476 W. 4,287	670	$ 309,192	12	$ 2,220
$ 650	$ 375	Av. $175	$1,250	42	M. 47 W. 20	M. 324 W. 157	100	$ 65,750	Available	$ 1,137
$ 550	$ 365	Av. $198	$1,350	61	M. 68 W. 63	M. 450 W. 404	234	$ 117,210	13	$ 3,935
None	None	None	None	27	M. 36	M. 261		(Complete scholarships support students, due to type of school.)		
$ 600	$ 600	$ 144	$1,650	55	M. 73 W. 16	M. 1,463 W. 320	125	$ 45,000	Available	$ 1,500
$ 800	$ 400	$ 225	$1,850	151	M. 289	M. 1,075 W. 2	225	$ 200,000	Available	$ 30,000
$ 300	$ 450	$ 150	$1,250	25	W. 45	W. 239	10	$ 10,000	None	
$ 500	$ 275	$ 200	$1,200	18	M. 26	M. 224 W. 60	Av. 30	$ 15,800	None	
$ 450	$650		$1,400	48	M. 30 W. 14	M. 214 W. 159	25	$ 10,000	100	$ 25,000
$ 975	$ 495	Av. $295	$2,000	35	M. 89	M. 652	12	$ 8,000	10	$ 2,500
$ 600	$ 450	$ 211	Day-$ 700 R.-$1,650	405	M. 691 W. 150	M. 5,142 W. 2,338	300	$ 200,000	92	$ 14,000
$ 700	$ 440	Av. $300	$1,750	1,570	M. 1,133 W. 610	M. 10,781 W. 7,910	2,062	$ 952,400	449	$ 78,037
$ 800	$860		$1,950	110	M. 71 W. 97	M. 498 W. 557	344	$ 228,584	Available	$ 11,242
$ 700	$ 380	$ 220	$1,800	75	M. 81 W. 35	M. 962 W. 448	199	$ 50,000	30	$ 5,100
$ 600	$800		$1,750	122	M. 446	M. 1,824	180	$ 75,000	None	
$ 300	Av. $550		$1,100	28	W. 81	M. 22 W. 463	65	$ 18,000	None	
$ 360	$ 280	$ 110	$1,100	30	M. 36 W. 33	M. 248 W. 194	45	$ 2,700	8	$ 4,000
$ 700	M. $600 W. $760		$1,800	64	M. 19 W. 23	M. 280 W. 231	15	$ 2,000	Available	$ 2,500
$ 500	$800		$1,700	73	W. 108	W. 663	26	$ 6,850	Available	
$1,000	$ 500	Av. $250	$2,150	700	M. 2,289 W. 91	M. 10,666 W. 1,490	1,200	$1,100,000	600	$225,000
$ 175	None		No Info.	12	Total: 12	M. 39 W. 61	18	$ 40,000	10	$ 2,500
$ 950 (Incl. fees)	Av. $795		$2,000	1,095	W. 102	W. 500	83	$ 23,145	In development	

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
Lesley College *Cambridge*	TC	Private	Women Coed-Graduate	1909	Non-Sect.	Sem.	No	26,000		3
Lowell Technological Institute *Lowell*	Tech., Pro.	State	Coed	1895	Non-Sect.	Sem.	No	16,000	AF	15
Massachusetts Institute of Technology *Cambridge*	Tech., L-G	Private	Coed	1859	Non-Sect.	Sem.	CEEB	500,000	A-AF	107
Massachusetts School of Art *Boston*	Art	State	Coed	1873	Non-Sect.	Sem.	Yes	9,000		1 Building
Merrimack College *North Andover*	Lib.	Private	Coed	1947	R.C.	Sem.	Yes Recm. CEEB	20,000		150
Mount Holyoke College *South Hadley*	Lib.	Private	Women	1836	Non-Sect.	Sem.	CEEB	245,000		661
New England Conservatory of Music *Boston*	Music	Private	Coed	1867	Non-Sect.	Sem.	Yes	8,833+ Specialized collections		2 Buildings
Newton College of the Sacred Heart *Newton*	Lib.	Private	Women	1946	R.C.	Sem.	CEEB	30,000		45
Northeastern University *Boston*	Univ.	Private	Coed	1898	Non-Sect.	Qtr.-Day Sem.-Evening	Req. CEEB	60,000	A	21.7
Radcliffe College *Cambridge*	Lib.	Private	Women	1879	Non-Sect.	Sem.	CEEB	115,646		18
Regis College *Weston*	Lib.	Private	Women	1927	R.C.	Sem.	CEEB	48,000		172
Simmons College *Boston*	Lib.	Private	Women	1899	Non-Sect.	Sem.	CEEB	90,000		11
Smith College *Northampton*	Lib.	Private	Women	1871	Non-Sect.	Sem.	CEEB	400,933		207
Springfield College *Springfield*	Pro., TC	Private	Coed	1885	Non-Sect.	Qtr.	No-except Lower ½ H.S. Class	47,000		150
State Teachers College *Bridgewater*	TC	State	Coed	1840	Non-Sect.	Sem.	Yes	30,000		26
State Teachers College *Fitchburg*	TC	State	Coed	1894	Non-Sect.	Sem.	Yes	33,249		28
State Teachers College *Framingham*	TC	State	Women	1839	Non-Sect.	Sem.	Yes	24,000		32.6
State Teachers College *Lowell*	TC	State	Coed	1894	Non-Sect.	Sem.	Yes	22,000		6
State Teachers College *North Adams*	TC	State	Coed	1894	Non-Sect.	Sem.	Yes	14,000		6.5
State Teachers College *Salem*	TC	State	Coed	1854	Non-Sect.	Sem.	Yes	30,000		3
Suffolk University *Boston*	Univ.	Private	Coed	1906	Non-Sect.	Sem.	No	42,000		1
Tufts University *Medford*	Univ.	Private	Men-Lib. Women-Jackson College Coed-Other schools	1852	Non-Sect.	Sem.	CEEB	250,000	AF-N	300
University of Massachusetts *Amherst*	Univ.	State	Coed	1863	Non-Sect.	Sem.	CEEB	212,050	A-AF	2,655
Wellesley College *Wellesley*	Lib.	Private	Women	1870	Non-Sect.	Sem.	CEEB	300,000		400

Tuition (Including Fees) R. -Resident of State NR.-Non-Resident of State	Board	Room	Estimated Total Annual Costs	Total Faculty	Bachelors' and First Professional Degrees Conferred 1955	Fall Enrollment 1956	Student Scholarships	Total Value Student Scholarships	Number of Student Loans	Total Value Student Loans
$ 575	$750		$1,625	50	W. 57	M. 3 W. 484	25	$ 10,000	100	$ 3,000
R. $150 NR. $250 F.S. $500	Cafeteria	$ 275	R. $1,050 NR. $1,375 F.S. $1,600	73	M. 73 W. 3	M. 897 W. 31	130	$ 55,000	6	$ 1,200
$1,100	$ 525	Av. $330	$2,300	906	M. 674 W. 10	M. 5,780 W. 106	650	$ 350,000	550	$380,000
R. $200 NR. $800	Est. $850		R. $1,450 NR. $2,000	29	M. 28 W. 61	M. 180 W. 278	No Information			
$ 450	$ 350	$ 270	Day-$ 600 R. $1,200	54	M. 48 W. 25	M. 984 W. 504	54	$ 44,000	22	$ 6,500
	$1,950		$2,200	150	W. 271	W. 1,334	274	$ 223,182	Available	$ 39,310
Av. $900	None	M. None W. Av. $350	$2,000	105	M. 16 W. 30	M. 208 W. 211	217	$ 52,000	17	$ 1,420
$ 650	$ 550	$ 500	$2,000	38	W. 40	M. 1 W. 325	52	$ 34,812	2	$ 1,610
$ 700	$ 600	$ 200	$1,600	500	M. 936 W. 22	M. 13,800 W. 700	500	$ 100,000	300	$ 30,000
$1,000	$ 520	Av. $218	Av. $2,300	Harvard Faculty	W. 238	W. 1,477	220+	$ 120,000	Available	$ 95,244
$ 500	$ 500	$ 300	$1,750	68	W. 129	W. 609	25	$ 40,000	None	
$ 700	$800		$1,800	89	M. 20 W. 283	M. 25 W. 1,552	200	$ 72,500	100	$ 2,500
$1,000	$900		$2,300	225	W. 473	M. 11 W. 2,336	390	$ 320,000	Available	$ 25,000
$ 600	$ 600	M. $150 W. $255	M. $1,450 W. $1,550	102	M. 131 W. 38	M. 990 W. 430	143	$ 35,000	22	$ 4,200
R. $100 NR. $400	$480		R. $ 900 NR. $1,200	62	M. 25 W. 121	M. 261 W. 601	Few	$ 300	Available	$ 700
R. $100 NR. $400	$ 315	$ 105	R. $ 900 NR. $1,200	57	M. 43 W. 51	M. 524 W. 340	3	$ 300	Available	$ 1,000
R. $100 NR. $400	$480		R. $ 900 NR. $1,200	42	W. 88	W. 705		None	Available	$ 7,000
R. $100 NR. $400	None Est. $500		R. $ 900 NR. $1,200	32	M. 6 W. 98	M. 162 W. 401		None	Available	$ 600
R. $100 NR. $400	$480		R. $ 900 NR. $1,200	22	M. 7 W. 23	M. 136 W. 166		None	Available	$ 500
R. $100 NR. $400	None Est. $360	Est. $180	R. $ 900 NR. $1,200	54	M. 27 W. 79	M. 392 W. 570	10	$ 1,000	5	$ 500
$ 450	None Est. $600	Est. $320	Day $ 550 R. $1,600	63	M. 151 W. 11	M. 1,342 W. 94	35	$ 8,975	None	
$ 950	Av. $420	Av. $255	$2,000	193	M. 553 W. 222	M. 2,844 W. 1,172	448	$ 286,591	170	$ 40,000
R. $100 NR. $400	$ 430	$ 180	R. $1,100 NR. $1,400	377	M. 403 W. 244	M. 2,845 W. 1,299	260	$ 55,625	Available	$ 20,000
	$1,900		$2,350	170	W. 387	W. 1,715	350	$ 300,000	175	$ 28,000

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
Wheaton College *Norton*	Lib.	Private	Women	1834	Non-Sect.	Sem.	CEEB	75,000		200
Wheelock College *Boston*	TC	Private	Women	1889	Non-Sect.	Sem.	CEEB	19,000		No Info.
Williams College *Williamstown*	Lib.	Private	Men	1793	Non-Sect.	Sem.	CEEB	220,000		200
Worcester Polytechnic Institute *Worcester*	Tech.	Private	Men	1865	Non-Sect.	Sem.	CEEB	40,000	A	Campus-40 Total-340
MICHIGAN—North Central Association of Colleges and Secondary Schools										
Albion College *Albion*	Lib.	Private	Coed	1835	Methodist	Sem.	No	87,000		40
Alma College *Alma*	Lib.	Private	Coed	1886	Presb.	Sem.	No	60,000		57
Aquinas College *Grand Rapids*	Lib.	Private	Coed	1886	R.C.	Sem.	No	28,500		65
Calvin College *Grand Rapids*	Lib.	Private	Coed	1876	Christian Reformed	Sem.	No	64,106		20
Central Michigan College *Mount Pleasant*	Lib., TC	State	Coed	1892	Non-Sect.	Sem.	No-except Lower ⅓ H.S. Class	81,000	A	140
Eastern Michigan College *Ypsilanti*	TC	State	Coed	1849	Non-Sect.	Sem.	Yes	113,037	A	155
Emmanuel Missionary College *Berrien Springs*	Lib.	Private	Coed	1874	7th. Day Adventist	Sem.	Recm. CEEB	50,329		450
Hillsdale College *Hillsdale*	Lib.	Private	Coed	1884	Baptist	Sem.	Yes	34,500		125
Hope College *Holland*	Lib.	Private	Coed	1851	Reformed	Sem.	Yes	60,000		25
Kalamazoo College *Kalamazoo*	Lib.	Private	Coed	1833	Baptist	Sem.	CEEB	61,000		47
Marygrove College *Detroit*	Lib.	Private	Women	1906	R.C.	Sem.	No	73,455		80
Mercy College *Detroit*	Lib.	Private	Women	1941	R.C.	Sem.	Yes	22,621		40
Michigan College of Mining and Technology *Houghton*	Tech.	State	Coed	1885	Non-Sect.	Qtr.	No	65,000	A-AF	2,912
Michigan State University of Agriculture and Applied Science *East Lansing*	Univ., L-G	State	Coed	1855	Non-Sect.	Qtr.	CEEB	765,604	A-AF	3,900
Nazareth College *Nazareth*	Lib.	Private	Women	1897	R.C.	Sem.	Yes	27,000		80
Northern Michigan College *Marquette*	TC	State	Coed	1899	Non-Sect.	Sem.	No-except Lower ⅓ H.S. Class	55,000		245
Siena Heights College *Adrian*	Lib.	Private	Women	1919	R.C.	Sem.	Yes	33,037		No Info.
University of Detroit *Detroit*	Univ.	Private	Coed	1877	R.C.	Sem.	Yes	165,000	A-AF	75
University of Michigan *Ann Arbor*	Univ.	State	Coed	1817	Non-Sect.	Sem.	CEEB	2,325,294	A-AF-N	Campus-1,007 Outstate-17,569

Tuition (Including Fees) R. -Resident of State NR.-Non-Resident of State	Board	Room	Estimated Total Annual Costs	Total Faculty	Bachelors' and First Professional Degrees Conferred 1955	Fall Enrollment 1956	Student Scholarships	Total Value Student Scholarships	Number of Student Loans	Total Value Student Loans
$ 900	$950		$2,300	68	W. 80	W. 563	54	$ 50,000	None	
$ 750	Av. $825		Av. $1,800	25	W. 81	M. 1 W. 388	13	$ 2,410	Available	$ 1,000
$ 800	$ 440	$ 215	$1,950	137	M. 267	M. 1,060	191	$ 146,388	27	$ 10,850
$ 800	$ 445	$ 190	$1,800	112	M. 128	M. 1,021	151	$ 73,750	29	$ 9,350
$ 550	$ 470	$ 230	$1,300	77	M. 107 W. 72	M. 679 W. 604	326	$ 53,954	Available	$ 14,000
$ 450	$ 400	$ 175	$1,200	45	M. 36 W. 23	M. 432 W. 260	160	$ 25,000	100	$ 5,000
$ 300	None		$1,100	52	M. 36 W. 19	M. 367 W. 569	30	$ 7,500	Credit union for loans	
$ 450	$ 380	$ 180	$1,350	72	M. 131 W. 76	M. 1,044 W. 638	32	$ 8,000	40	$ 4,600
R. $180 NR. $190	$570		R. $1,000 NR. $1,100	225	M. 166 W. 244	M. 1,962 W. 3,255	560	$ 60,000	147	$ 20,147
R. $180 NR. $190	$594		R. $1,000 NR. $1,100	141	M. 168 W. 352	M. 2,276 W. 3,139	95	$ 57,000	500	$ 30,000
$ 448	$ 275	$ 162	$1,200	55	M. 64 W. 25	M. 470 W. 374	40	$ 3,500	7	$ 1,127
$ 610	$ 420	$ 240	$1,600	45	M. 38 W. 23	M. 444 W. 223	110	$ 34,000	Available	$ 30,000
$ 450	$ 380	$ 250	$1,500	75	M. 80 W. 56	M. 640 W. 396	120	$ 25,500	Available	$ 20,000
$ 550	$ 480	$ 250	$1,500	48	M. 57 W. 27	M. 368 W. 194	150	$ 60,000	75	$ 10,000
$ 300	$ 500	Av. $138	Day-$ 500 R. $1,250	99	W. 156	W. 816	125	$ 16,418	Available	$ 740
$ 300	$ 350	$ 150	$1,250	54	W. 60	W. 432	44	$ 20,000	3	$ 450
Fees-R. $123 NR. $243	$573		R. $ 900 NR. $1,050	153	M. 199 W. 5	M. 2,429 W. 127	588	$ 64,000	318	$ 34,984
R. $204 NR. $429	$690		R. $1,225 NR. $1,450	1,254	M. 1,563 W. 764	M. 13,686 W. 6,420	1,866	$ 368,957	Available	$202,028
$ 240	$ 400	$ 100	$1,050	36	W. 31	W. 454	28	Av. $8,400	None	
R. $180 NR. $190	$ 439	$ 119	R. $ 900 NR. $1,000	76	M. 54 W. 67	M. 695 W. 510	221	$ 22,695	Available	$ 8,298
$ 200	$ 400	$ 150	$1,000	36	W. 75	W. 539	20	$ 8,000	None	
$ 400	$ 440	$ 220	$1,400	555	M. 701 W. 130	M. 7,481 W. 2,143	140	$ 33,637	409	$ 24,131
R. $200 NR. $470	$800		R. $1,200 NR. $1,500	1,450	M. 1,748 W. 867	M. 16,769 W. 8,384	2,000+ (Undergraduate)	$ 400,000	3,169	$377,000

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
Wayne State University *Detroit*	Univ.	State	Coed	1934	Non-Sect.	Sem.	Yes-except Excellent H.S. Record	530,000	AF	36.5
Western Michigan College *Kalamazoo*	Lib., TC	State	Coed	1903	Non-Sect.	Sem.	Yes	110,000	A	Campus-250 Total-400
MINNESOTA—North Central Association of Colleges and Secondary Schools										
Augsburg College and Theological Seminary *Minneapolis*	Lib., Theol.	Private	Coed	1869	Lutheran	Sem.	No	30,000		3 city blocks
Carleton College *Northfield*	Lib.	Private	Coed	1866	Cong., Bapt. & Episcopal	Sem.	CEEB	150,923		1,063
College of St. Benedict *St. Joseph*	Lib.	Private	Women	1913	R.C.	Sem.	No	25,000		50
College of St. Catherine *St. Paul*	Lib.	Private	Women	1905	R.C.	Qtr.	Yes Req. CEEB	84,000		100
College of St. Scholastica *Duluth*	Lib.	Private	Women	1912	R.C.	Sem.	Yes	39,000		172
College of St. Teresa *Winona*	Lib.	Private	Women	1907	R.C.	Sem.	No	45,000		200
College of St. Thomas *St. Paul*	Lib.	Private	Men	1885	R.C.	Sem.	Yes	54,604	AF	45
Concordia College *Moorhead*	Lib.	Private	Coed	1891	Evang. Lutheran	Sem.	No	46,375		12 city blocks & 65 acres
Gustavus Adolphus College *St. Peter*	Lib.	Private	Coed	1862	Evang. Lutheran	Sem.	No	60,423		22
Hamline University *St. Paul*	Lib., TT	Private	Coed	1854	Methodist	Sem.	No	70,000		20
Macalester College *St. Paul*	Lib., TC	Private	Coed	1885	Presb.	Sem.	Yes	64,911		44
St. John's University *Collegeville*	Lib., Pro.	Private	Men	1857	R.C.	Sem.	Yes	96,500	A	2,500
St. Mary's College *Winona*	Lib.	Private	Men	1912	R.C.	Sem.	No	33,000		240
St. Olaf College *Northfield*	Lib.	Private	Coed	1874	Evang. Lutheran	Sem.	No	140,000	AF	180
St. Paul Seminary *St. Paul*	Lib.	Private	Men	1896	R.C.	Sem.	No	40,000		28
State Teachers College *Bemidji*	TC	State	Coed	1913	Non-Sect.	Qtr.	No	34,844		38
State Teachers College *Mankato*	TC	State	Coed	1866	Non-Sect.	Qtr.	No	53,000		25
State Teachers College *Moorhead*	TC	State	Coed	1887	Non-Sect.	Qtr.	No	30,000		45
State Teachers College *St. Cloud*	TC	State	Coed	1869	Non-Sect.	Qtr.	No	85,000		50 blocks
State Teachers College *Winona*	TC	State	Coed	1858	Non-Sect.	Qtr.	No	41,000		3
University of Minnesota *Minneapolis* (all campuses)	Univ., L-G	State	Coed	1851	Non-Sect.	Qtr.	Yes	2,000,000	A-AF-N	Minn.-196 St. Paul-711 Duluth-175

Tuition (Including Fees) R. -Resident of State NR.-Non-Resident of State	Board	Room	Estimated Total Annual Costs	Total Faculty	Bachelors' and First Professional Degrees Conferred 1955	Fall Enrollment 1956	Student Scholarships	Total Value Student Scholarships	Number of Student Loans	Total Value Student Loans
R. $220 NR. $420	Av. $850	Av. $332	R. Av. $1,500 NR. Av. $1,700	685	M. 914 W. 642	M. 12,146 W. 7,358	600	$ 180,000	610	$ 50,708
R. $180 NR. $190	$443		R. $1,000 NR. $1,100	400	M. 401 W. 397	M. 3,940 W. 4,096	850	$ 85,000	Available	$ 25,000
$ 400	$ 320	$ 160	$1,200	64	M. 60 W. 28	M. 511 W. 414	48	$ 9,200	Available	$ 11,400
	$1,500		$2,000	91	M. 86 W. 58	M. 529 W. 436	306	$ 101,775	Available	$108,888
$ 250	$ 400	Av. $125	$1,000	45	W. 41	W. 342	28	$ 12,950	None	
$ 360	$720		Day-$ 460 R. $1,200	118	W. 204	M. 9 W. 1,715	84	$ 40,000	Available	$ 1,000
$ 150	$ 470	Av. $118	$1,000	52	W. 71	W. 435	No Info. (Incl. Grants-in-aid)	$ 6,000	Available	$ 2,198
$ 350	$550		$1,200	77	W. 86	M. 6 W. 672	80	$ 88,000	None	
$ 500	$ 440	$ 180	$1,450	89	M. 156	M. 1,470	132	$ 25,825	17	$ 2,850
$ 450	$ 300	Av. $150	$1,200	101	M. 86 W. 61	M. 750 W. 713	130	$ 20,000	58	$ 22,300
$ 500	$ 400	$ 200	$1,475	77	M. 86 W. 53	M. 575 W. 483	200	$ 40,000	99	$ 36,000
$ 500	$ 375	$ 190	$1,400	80	M. 67 W. 76	M. 522 W. 704	237	$ 55,525	Available	$ 24,211
$ 525	$ 375	$ 185	$1,400	110	M. 131 W. 104	M. 844 W. 1,165	195 (Work contracts: 130	$ 9,750 $ 20,000)	Available	$ 7,500
$ 400	$ 340	$ 120	$1,200	75	M. 118	M. 1,010	140	$ 30,000	None	
	$1,050		$1,350	50	M. 74	M. 679	10	$ 16,000	None	
$ 505	$ 325	$ 160	$1,450	138	M. 169 W. 85	M. 883 W. 860	433	$ 77,975	79	$ 16,483
$ 300	$ 400	$ 200	$1,100	25	M. 54	M. 350	Students attend on scholarships			
R. $ 90 NR. $105	$ 333	$ 117	R. $900 NR. $950	56	M. 55 W. 33	M. 529 W. 424	27	$ 2,715	Available	$ 2,200
R. $ 90 NR. $105	$486		R. $900 NR. $950	135	M. 178 W. 101	M. 1,581 W. 2,073	44	$ 3,000	24	$ 1,646
R. $ 90 NR. $105	$510		R. $900 NR. $950	74	M. 54 W. 54	M. 444 W. 797	23	$ 2,100	28	$ 1,399
R. $ 90 NR. $105	$510		R. $900 NR. $950	120	M. 108 W. 90	M. 1,272 W. 1,377	16	$ 3,780	Available	$ 6,000
R. $ 90 NR. $105	$550		R. $900 NR. $950	51	M. 36 W. 41	M. 580 W. 636	81	$ 7,841	40	$ 3,994
R. Av. $183 NR. Av. $450	$705		R. $1,100 NR. $1,375	1,488	M. 2,153 W. 1,011	M. 25,728 W. 10,575	849	$ 157,147	1,161	$158,137

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
MISSISSIPPI—Southern Association of Colleges and Secondary Schools										
Alcorn Agricultural and Mechanical College *Lorman*	Lib., TT	State	Coed	1871	Non-Sect.	Sem.	No	20,117		782
Belhaven College *Jackson*	Lib.	Private	Coed	1894	Presb.	Sem.	No	23,492		50
Blue Mountain College *Blue Mountain*	Lib.	Private	Women	1873	Baptist	Sem.	No	21,600		44
Delta State College *Cleveland*	TC	State	Coed	1924	Non-Sect.	Qtr.	No	38,000		160
Jackson State College *Jackson*	Lib., TC	State	Coed	1877	Non-Sect.	Qtr.	No	17,521		55
Millsaps College *Jackson*	Lib.	Private	Coed	1890	Methodist	Sem.	No	35,000		100
Mississippi College *Clinton*	Lib.	Private	Coed	1826	Baptist	Semi-Sem.	No	50,985		300
Mississippi Southern College *Hattiesburg*	Lib., TC	State	Coed	1910	Non-Sect.	Qtr.	No	81,000	A	160
Mississippi State College *State College*	Gen., TT, L-G	State	Coed	1878	Non-Sect.	Sem.	No	177,000	A-AF	20,914
Mississippi State College for Women *Columbus*	Lib.	State	Women	1884	Non-Sect.	Sem.	No	99,000		44
Rust College *Holly Springs*	Lib.	Private	Coed	1866	Methodist	Qtr.	Yes	26,327		115
Tougaloo Southern Christian College *Tougaloo*	Lib.	Private	Coed	1869	Cong. & Disciples of Christ	Sem.	Yes	28,100		523
University of Mississippi *University*	Univ.	State	Coed	1844	Non-Sect.	Sem.	No	255,000	A-AF-N	718
MISSOURI—North Central Association of Colleges and Secondary Schools										
Central College *Fayette*	Lib.	Private	Coed	1854	Methodist	Sem.	Yes	59,022		47.5
Central Missouri State College *Warrensburg*	TC	State	Coed	1870	Non-Sect.	Qtr.	No	90,000		214
College of St. Teresa *Kansas City*	Lib.	Private	Women	1867	R.C.	Sem.	No	35,000		2 city blocks
Culver-Stockton College *Canton*	Lib.	Private	Coed	1853	Disciples of Christ	Sem.	No	35,000		107
Drury College *Springfield*	Lib.	Private	Coed	1873	Cong.	Sem.	No	60,000		40
Fontbonne College *St. Louis*	Lib.	Private	Women	1917	R.C.	Sem.	No	39,000		13
Harris Teachers College *St. Louis*	TC	Municipal	Coed	1857	Non-Sect.	Sem.	No	47,215		5
Lincoln University *Jefferson City*	Univ., L-G	State	Coed	1866	Non-Sect.	Sem.	No	52,500	A	458
Lindenwood College for Women *St. Charles*	Lib.	Private	Women	1827	Presb.	Sem.	No	40,000		140
Maryville College *St. Louis*	Lib.	Private	Women	1846	R.C.	Sem.	Req. CEEB	33,149		24

Tuition (Including Fees) R. -Resident of State NR.-Non-Resident of Stat	Board	Room	Estimated Total Annual Costs	Total Faculty	Bachelors' and First Professional Degrees Conferred 1955	Fall Enrollment 1956	Student Scholarships	Total Value Student Scholarships	Number of Student Loans	Total Value Student Loans
Fees-R. $ 68 NR. $268	$ 270	$ 81	R. $700 NR. $900	55	M. 53 W. 80	M. 296 W. 459	79	$ 19,987	5	$ 259
$ 300	$ 252	$ 248	$1,100	30	W. 27	M. 36 W. 165	75	$ 16,000	Available	$ 500
$ 200	$ 270	$ 150	$ 850	28	W. 48	M. 13 W. 274	18	$ 2,000	4	$ 600
R. $171 NR. $248	$ 288	$ 81	R. $625 NR. $825	46	M. 46 W. 51	M. 284 W. 242	60	$ 5,500	None	
R. $129 NR. $305	$ 281	$ 71	R. $675 NR. $850	57	M. 40 W. 145	M. 446 W. 612	81	$ 10,899	113	$ 2,948
$ 352	$ 360	$ 120	$1,100	48	M. 63 W. 57	M. 502 W. 389	116	$ 30,000	Available	$ 27,661
$ 192	Cafeteria (No estimate)	$ 100	$ 900	77	M. 193 W. 129	M. 871 W. 682	35	$ 2,200+	None	
R. $180 NR. $195	$ 207	$ 68	R. $750 NR. $800	173	M. 297 W. 309	M. 2,512 W. 1,301	62	$ 14,500	Available	$ 14,500
Fees R. $163 NR. $363	$ 350	$ 80	R. $700 NR. $900	232	M. 544 W. 120	M. 3,981 W. 340	37	$ 22,700	Available	$ 3,000
Fees-R. $100 NR. $175	$422		R. $875 NR. $950	76	W. 174	W. 1,084	67	$ 11,800	10	$ 2,093
$ 135	$ 252	$ 72	$ 835	25	M. 14 W. 76	M. 126 W. 573	85	$ 13,667	4	$ 1,100
$ 260	$370		$ 725	28	M. 25 W. 26	M. 173 W. 191	100	$ 17,000	21	$ 1,500
Fees-R. $184 NR. $384	$ 380	$ 115	R. $ 900 NR. $1,100	242	M. 317 W. 119	M. 2,470 W. 985	254	$ 55,508	Available	$ 48,000+
Day-$500	R. $940		Day-$ 650 R.-$1,200	37	M. 42 W. 36	M. 360 W. 229	215	$ 32,922	21	$ 3,878
Fees-$81	$500		$ 950	135	M. 133 W. 191	M. 1,553 W. 1,207	100	$ 8,000	Available	$ 8,527
$ 300	$ 500	$ 90	$1,250	34	W. 30	W. 475	8	$ 6,400	None	
$ 480	$550		$1,150	30	M. 23 W. 26	M. 231 W. 162	20	$ 5,900	Available	$ 6,200
$ 440	$ 300	$ 150	$1,200	55	M. 55 W. 38	M. 652 W. 551	160	$ 30,000	Available	$202,806
$ 400	$ 600	Av. $183	$1,500	40	W. 55 (Corporate College-St. Louis University)	W. 340	25	$ 20,000	None	
Fees-$20 Must be Missouri Residents	Cafeteria (No estimate)	None	$ 100+ Living expenses	66	M. 15 W. 69	M. 649 W. 1,019	None		None	
Fees-R. $100 NR. Av. $245	Av. $400 (Cafeteria)	$ 128	R. $750 NR. $900	75	M. 42 W. 51	M. 465 W. 399	56	$ 6,000	None	
	$1,320		$1,650	45	W. 39	M. 3 W. 486	119	$ 50,000	None	
$ 450	$ 700	$ 200	$1,600	40	W. 44 (Corporate College-St. Louis University)	W. 320	20	$ 9,000	12	$ 2,400

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
Missouri Valley College *Marshall*	Lib.	Private	Coed	1888	Presb.	Sem.	No	41,000		40
Northeast Missouri State Teachers College *Kirksville*	TC	State	Coed	1867	Non-Sect.	Qtr.	No	126,000		100
Northwest Missouri State College *Maryville*	TC	State	Coed	1905	Non-Sect.	Sem.	No	45,000		72
Park College *Parkville*	Lib.	Private	Coed	1875	Presb.	Sem.	No	56,000		800
Rockhurst College *Kansas City*	Lib.	Private	Men	1910	R.C.	Sem.	Yes	25,000		20
Saint Louis University *St. Louis*	Univ.	Private	Coed	1818	R.C.	Sem.	No-except Lower ½ H.S. Class	546,785	AF	132
Southeast Missouri State College *Cape Girardeau*	Lib., TC	State	Coed	1873	Non-Sect.	Qtr.	No	95,000		207
Southwest Missouri State College *Springfield*	Lib., TC	State	Coed	1905	Non-Sect.	Sem.	No	86,000	A	40
Tarkio College *Tarkio*	Lib.	Private	Coed	1883	Presb.	Sem.	Yes	21,000		70
University of Kansas City *Kansas City*	Univ.	Private	Coed	1929	Non-Sect.	Sem.	Yes	168,000		85
University of Missouri *Columbia*	Univ.	State	Coed	1839	Non-Sect.	Sem.	No-NR. must be upper ½ H.S. Class	794,000	A-AF-N	3,600
Washington University *St. Louis*	Univ.	Private	Coed	1853	Non-Sect.	Sem.	No-except Lower ½ H.S. Class Recm. CEEB	594,055	A-AF	160
Webster College *Webster Groves*	Lib.	Private	Women	1915	R.C.	Sem.	No	30,000		8
Westminster College *Fulton*	Lib.	Private	Men	1851	Presb.	Sem.	Yes	57,370	A	40
William Jewell College *Liberty*	Lib.	Private	Coed	1849	Baptist	Sem.	No	73,844		106
MONTANA—Northwest Association of Secondary and Higher Schools										
Carroll College *Helena*	Lib.	Private	Coed	1909	R.C.	Sem.	Yes	22,800		55
College of Great Falls *Great Falls*	Lib., TC	Private	Coed	1932	R.C.	Qtr.	No	15,756		68
Eastern Montana College of Education *Billings*	TC	State	Coed	1925	Non-Sect.	Qtr.	No	18,000		67
Montana School of Mines *Butte*	Tech., L-G	State	Coed	1893	Non-Sect.	Sem.	No	23,900	AF	12
Montana State College *Bozeman*	Tech., L-G	State	Coed	1893	Non-Sect.	Qtr.	No	100,935	A-AF	761
Montana State University *Missoula*	Univ.	State	Coed	1893	Non-Sect.	Qtr.	No	393,178	A-AF	125
Rocky Mountain College *Billings*	Lib.	Private	Coed	1853	Cong., Presb., & Methodist	Qtr.	No	28,000		60

Tuition (Including Fees) R. -Resident of State NR.-Non-Resident of State	Board	Room	Estimated Total Annual Costs	Total Faculty	Bachelors' and First Professional Degrees Conferred 1955	Fall Enrollment 1956	Student Scholarships	Total Value Student Scholarships	Number of Student Loans	Total Value Student Loans
$ 500	$ 396	M. $180 W. $190	$1,250	32	M. 38 W. 30	M. 261 W. 159	173	$ 34,180	None	
$ 84	$ 387	$ 135	$ 900	89	M. 87 W. 139	M. 995 W. 882	100	$ 8,400	Available	$ 1,600
$ 82	$ 320	$ 80	$ 800	87	M. 73 W. 102	M. 966 W. 775	50	$ 2,000	Available	$ 15,000
	$896		$1,150	45	M. 29 W. 19	M. 181 W. 163	130	$ 30,000	Available	$ 50,000
$ 400	$ 400	$ 180	$1,150	40	M. 81	M. 1,222 W. 128	55	$ 15,000	None	
$ 600	$ 500	$ 270	Day-$ 700 R. $1,650	1,198	M. 708 W. 475	M. 5,861 W. 3,716	545	$ 247,053	Available	$ 38,000
$ 75	$378		$ 800	71	M. 90 W. 107	M. 1,043 W. 751	191	$ 9,130	75	$ 2,545
$ 80	$ 356	$ 120	$ 800	125	M. 148 W. 205	M. 1,487 W. 1,079	144	$ 11,045	None	
$ 345	$ 378	$ 100	$ 950	23	M. 21 W. 26	M. 198 W. 89	85	$ 6,000	60	$ 1,200
$ 460	M. Av. $450	M. Av. $193 W. None	Day-$ 560 R. $1,300	86	M. 245 W. 70	M. 2,271 W. 917	164	$ 77,971	Available	$ 26,598
Fees-R. $135 NR. $360	$ 390	$ 200	R. $1,300 NR. $1,525	1,000	M. 1,181 W. 400	M. 10,206 W. 2,918	1,495	$ 248,265	769	$ 74,250
$ 650	$ 550	$ 300	$2,000	571	M. 637 W. 293	M. 9,575 W. 3,532	600	$ 183,360	150	$ 60,165
$ 400	$ 600	Av. $183	$1,400	47	W. 102 (Corporate College-Saint Louis University)	W. 476	90	$ 24,840	None	
$ 650	$ 405	$ 135	$1,600	34	M. 50	M. 436	79	$ 19,000	Available	$ 6,500
$ 450	$ 360	$ 150	$1,250	48	M. 72 W. 40	M. 530 W. 247	320	$ 63,763	Available	$109,315
$ 380	$ 380	$ 110	$1,250	64	M. 30 W. 12	M. 384 W. 274	78	$ 16,324	None	
$ 258	None		$ 800	29	M. 21 W. 27	M. 346 W. 257	25	$ 13,580	None	
Fees-R. $ 37 NR. $108	$ 400	$ 150	R. $875 NR. $950	44	M. 15 W. 34	M. 518 W. 413	12	$ 500	Available	$ 2,500
Fees-R. $173 NR. $473	$ 400	$ 100	R. $ 885 NR. $1,035	33	M. 26	M. 299 W. 14	23	$ 7,900	55	$ 5,450
Fees-R. $ 47 NR. $122	$ 425	$ 170	R. $ 950 NR. $1,150	207	M. 183 W. 91	M. 2,299 W. 925	300	$ 40,306	16	$ 2,197
Fees-R. $192 NR. $342	$ 375	Av. $206	R. $ 950 NR. $1,200	195	M. 308 W. 108	M. 2,087 W. 772	270	$ 21,000	100	$ 6,000
$ 300	$ 375	$ 90	$1,075	25	M. 14 W. 8	M. 190 W. 55	62	$ 10,600	Available	$ 4,273

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
Western Montana College of Education *Dillon*	TC	State	Coed	1893	Non-Sect.	Qtr.	No	25,000		14
NEBRASKA—North Central Association of Colleges and Secondary Schools										
Concordia Teachers College *Seward*	TC	Private	Coed	1894	Lutheran	Sem.	Yes	24,000		20
Creighton University *Omaha*	Univ.	Private	Coed	1878	R.C.	Sem.	Yes	182,000	A	22
Doane College *Crete*	Lib.	Private	Coed	1872	Cong.	Sem.	No-except Lower ½ H.S. Class	41,000		90
Duchesne College *Omaha*	Lib.	Private	Women	1881	R.C.	Sem.	No-except Lower ½ H.S. Class	26,800		13
Hastings College *Hastings*	Lib.	Private	Coed	1882	Presb.	Sem.	No-except Lower ½ H.S. Class	42,000		80
Midland College *Fremont*	Lib.	Private	Coed	1887	Lutheran	Sem.	No-except Lower ½ H.S. Class	30,000		15
Municipal University of Omaha *Omaha*	Univ.	Municipal	Coed	1908	Non-Sect.	Sem.	No	105,886	AF	54
Nebraska State Teachers College *Chadron*	Lib., TC	State	Coed	1911	Non-Sect.	Sem.	No	30,145		215
Nebraska State Teachers College *Kearney*	TC	State	Coed	1905	Non-Sect.	Sem.	No	43,000		55
Nebraska State Teachers College *Peru*	TC	State	Coed	1867	Non-Sect.	Sem.	No	56,000		60
Nebraska State Teachers College *Wayne*	TC	State	Coed	1891	Non-Sect.	Sem.	No	75,000		59
Nebraska Wesleyan University *Lincoln*	Lib.	Private	Coed	1887	Methodist	Sem.	No	40,000		44
Union College *Lincoln*	Lib., Pro.	Private	Coed	1891	7th. Day Adventist	Sem.	No	52,000		20
University of Nebraska *Lincoln*	Univ., L-G	State	Coed	1869	Non-Sect.	Sem.	No	532,000	A-AF-N	Campus-75 Total-3,940
NEVADA—Northwest Association of Secondary and Higher Schools										
University of Nevada *Reno*	Univ., L-G	State	Coed	1874	Non-Sect.	Sem.	No	113,000	A	Campus-97 Total-776
NEW HAMPSHIRE—New England Association of Colleges and Secondary Schools										
Dartmouth College *Hanover*	Lib.	Private	Men	1769	Non-Sect.	Sem.	CEEB	750,000	A-AF-N	200
Keene Teachers College *Keene*	TC	State	Coed	1909	Non-Sect.	Sem.	No-except Lower ½ H.S. Class	30,000		15
Mount St. Mary College *Hooksett*	Lib.	Private	Women	1934	R.C.	Sem.	Req. CEEB	17,543		300
Plymouth Teachers College *Plymouth*	TC	State	Coed	1870	Non-Sect.	Sem.	Yes	20,000		32
Rivier College *Nashua*	Lib.	Private	Women Coed-Summer	1933	R.C.	Sem.	No	35,000		18

Tuition (Including Fees) R. -Resident of State NR.-Non-Resident of State	Board	Room	Estimated Total Annual Costs	Total Faculty	Bachelors' and First Professional Degrees Conferred 1955	Fall Enrollment 1956	Student Scholarships	Total Value Student Scholarships	Number of Student Loans	Total Value Student Loans
Fees-R. $179 NR. $239	$ 378	$ 90	Av. R. $750 NR. $850	25	M. 12 W. 12	M. 166 W. 154	30	$ 2,250	Available	$ 12,000
$ 256	$ 280	Av. $83	$ 850	37	M. 52 W. 24	M. 226 W. 237	23	$ 4,000	30	$ 4,000
$ 390	$590		$1,400	415	M. 283 W. 59	M. 1,993 W. 795	188	$ 27,659	Available	$ 28,000
$ 380	$ 330	$ 135	$1,000	35	M. 15 W. 12	M. 227 W. 119	50	$ 10,000	Available	$ 8,000
$ 400	$ 700	Av. $75	$1,475	28	W. 30	W. 233	36	$ 12,375	None	
$ 350	$ 370	$ 160	$1,225	45	M. 30 W. 46	M. 427 W. 252	200	$ 24,000	8	$ 1,500
$ 350	$ 300	$ 150	$1,125	33	M. 37 W. 17	M. 325 W. 247	15	$ 3,000	11	$ 1,860
R. $192 NR. $384	None		Varies	100	M. 194 W. 116	M. 2,904 W. 1,552	60	$ 8,525	Available	$ 2,000
R. $120 NR. $140	$477		R. $850 NR. $875	55	M. 29 W. 28	M. 386 W. 414	33	$ 3,100	Available	$ 1,000
R. $120 NR. $140	$ 486	$ 135	R. $850 NR. $875	60	M. 54 W. 54	M. 835 W. 493	150	$ 9,000	Available	$ 2,000
R. $120 NR. $140	Av. $450		R. $850 NR. $875	52	M. 34 W. 43	M. 331 W. 332	27	$ 2,788	Available	$ 3,500
R. $120 NR. $140	$ 360	$ 108	R. $850 NR. $875	75	M. 36 W. 34	M. 596 W. 763	145	$ 2,706	Available	$ 5,000
$ 350	$550		$1,200	55	M. 53 W. 50	M. 481 W. 447	102	$ 30,000	Available	$ 15,000
$ 464	$ 300	$ 220	$1,200	70	M. 44 W. 43	M. 425 W. 383	68	$ 5,030	Available	$ 10,965
R. $180 NR. $360	$600		R. $1,100 NR. $1,300	689	M. 834 W. 413	M. 6,847 W. 3,139	Available (Incl. Fellowships)	$ 251,087	None	
Fees-R. $130 NR. $330	$ 468	$ 150	R. $1,200 NR. $1,500	96	M. 109 W. 57	M. 1,629 W. 853	134	$ 43,080	50	$ 4,000
$ 980	$ 460	$ 230	$2,100	350	M. 628	M. 3,087	750	$ 650,000	Available	$ 95,000
R. $150 NR. $250	$ 360	$ 140	R. $ 950 NR. $1,050	52	M. 31 W. 69	M. 377 W. 447	160	$ 22,500	41	$ 4,568
$ 500	$ 400	Av. $175	$1,400	22	W. 47	W. 175	34	$ 13,554	None	
R. $150 NR. $250	$500		R. $ 950 NR. $1,050	45	M. 12 W. 54	M. 192 W. 369	100	$ 15,500	Available	$ 10,000
$ 350	$ 450	$ 100	$1,150	27	W. 50	M. 10 W. 402	10	$ 2,000	None	

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
St. Anselm's College *Manchester*	Lib.	Private	Men	1889	R.C.	Sem.	No-except Low H.S. Record	40,000		300
University of New Hampshire *Durham*	Univ.	State	Coed	1868	Non-Sect.	Sem.	R. Yes NR. Req. CEEB	240,000	A-AF	2,275

NEW JERSEY—Middle States Association of Colleges and Secondary Schools

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
Caldwell College for Women *Caldwell*	Lib.	Private	Women	1939	R.C.	Sem.	CEEB	22,000		104
College of St. Elizabeth *Convent Station*	Lib.	Private	Women	1899	R.C.	Sem.	CEEB	39,036		450
Douglass College, Rutgers University *New Brunswick*	Lib.	State	Women	1918	Non-Sect.	Sem.	CEEB	125,456		100
Drew University *Madison*	Univ.	Private	Coed	1867	Methodist	Sem.	CEEB	204,000		125
Fairleigh Dickinson University *Rutherford*	Univ.	Private	Coed	1941	Non-Sect.	Sem.	Yes Recm. CEEB	86,462		41
Georgian Court College *Lakewood*	Lib.	Private	Women	1908	R.C.	Sem.	CEEB	26,000		200
Newark College of Engineering *Newark*	Engin.	Municipal and State	Coed	1881	Non-Sect.	Sem.	CEEB	27,000	AF	2
New Jersey State Teachers College *Trenton*	TC	State	Coed	1855	Non-Sect.	Sem.	Yes	75,000		185
New Jersey State Teachers College *Upper Montclair*	TC	State	Coed	1908	Non-Sect.	Sem.	Yes	68,000		78
Princeton University *Princeton*	Univ.	Private	Men	1746	Non-Sect.	Sem.	CEEB	1,250,000	A-AF-N	2,100
Rider College *Trenton*	Pro.	Private	Coed	1865	Non-Sect.	Qtr.	No-except Lower ½ H.S. Class	26,000		10
Rutgers University The State University of New Jersey (Incl. Douglass College) *New Brunswick*	Univ., L-G	State	Undergrad.-Cord. Other divisions-Coed	1766	Non-Sect.	Sem.	CEEB	726,721	A-AF	3,600
St. Peter's College *Jersey City*	Lib.	Private	Men	1872	R.C.	Sem.	Recm. CEEB	46,000	A	6
Seton Hall University *South Orange*	Univ.	Private	Coed (Men-Campus)	1856	R.C.	Sem.	Yes	200,000	A	65
Stevens Institute of Technology *Hoboken*	Tech.	Private	Men	1870	Non-Sect.	Sem.	CEEB	37,500	AF	35
Upsala College *East Orange*	Lib.	Private	Coed	1893	Lutheran	Sem.	No- Recm. CEEB	50,000		35

NEW MEXICO—North Central Association of Colleges and Secondary Schools

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
Eastern New Mexico University *Portales*	Univ.	State	Coed	1934	Non-Sect.	Sem.	No	45,000		90
New Mexico College of Agriculture and Mechanic Arts *State College*	Univ., L-G	State	Coed	1889	Non-Sect.	Sem.	No	89,033	A-AF	109
New Mexico Highlands University *Las Vegas*	Lib., TC	State	Coed	1893	Non-Sect.	Qtr.	Yes	64,000		12 city blocks

Tuition (Including Fees) R. -Resident of State NR.-Non-Resident of State	Board	Room	Estimated Total Annual Costs	Total Faculty	Bachelors' and First Professional Degrees Conferred 1955	Fall Enrollment 1956	Student Scholarships	Total Value Student Scholarships	Number of Student Loans	Total Value Student Loans
$ 500	$650		$1,475	59	M. 73 W. 11	M. 676 W. 159	74	$ 48,000	None	
R. $300 NR. $600	$ 280	$ 150	R. $1,000 NR. $1,350	267	M. 304 W. 148	M. 2,698 W. 1,209	850	$ 120,000	112	$ 40,000
$ 450	$ 550	Av. $225	$1,500	34	W. 50	W. 224	3	$ 3,600	None	
$ 650	$ 500	Av. $225	$1,775	52	W. 99	W. 484	61	$ 27,180	None	
R. $400 NR. $500	$ 450	$ 250	R. $1,450 NR. $1,550	140	W. 213	W. 1,200	500	$ 185,000	Available	$ 1,600
$ 630	$ 390	Av. $225	$1,400	43	M. 106 W. 28	M. 556 W. 216	205	$ 52,540	Available	$ 15,000
$ 575	$ 400	$ 300	$1,500	351	M. 219 W. 32	M. 6,319 W. 1,308	176	$ 51,000	Available	$ 10,000
$ 500	$ 600	Av. $275	$1,750	36	W. 47	W. 251	10	$ 13,400	None	
R. $350 NR. $610	Cafeteria	None	R. $550+ NR. $800+ Living expenses	133	M. 256 W. 4	M. 3,365 W. 29	84	$ 16,500	37	$ 5,205
R. $175 (Incl. fees) NR. $491	$550		Day-$ 275 R.$ 825 NR.$1,100	86	M. 53 W. 162	M. 417 W. 1,301	348	$ 62,227 (Incl. work scholarships)	Available	$ 14,000
R. $165 (Incl. fees) NR. $481	$ 404	$ 108	R. $ 825 NR. $1,100	98	M. 66 W. 137	M. 970 W. 1,061	464	$ 50,000	Available	$ 5,000
$1,200	$ 480	$ 200	$2,400	466	M. 723	M. 3,635	800	$ 500,000	400	$120,000
$ 600	$ 434	$ 232	$1,700	67	M. 132 W. 19	M. 1,467 W. 365	166	$ 39,520	Available	$ 1,454
R. Av. $425 NR. Av. $525	Av. $550	$ 250	R. $1,525 NR. $1,625	755	M. 1,177 W. 318	M. 10,219 W. 3,665	1,779	$ 702,250	Available	$170,000
$ 490	Cafeteria	None	$ 575+ Living expenses	123	M. 328 W. 1	M. 1,757 W. 38	21	$ 38,000	10	$ 2,000
$ 252	M. $750 W. None		$1,600	300	M. 688 W. 105	M. 6,169 W. 2,617	36	$ 50,000	None	
$ 900	$ 380	$ 320	$2,100	126	M. 128	M. 1,980 W. 2	167	$ 79,215	Available	$ 35,000
$ 600	$ 650	$ 220	$1,550	100	M. 160 W. 86	M. 1,198 W. 496	88	$ 56,300	Available	$ 2,200
R. $100 NR. $200	$ 320	$ 150	R. $ 900 NR. $1,000	84	M. 61 W. 54	M. 858 W. 450	50	$ 5,000	218	$ 21,800
R. $104 NR. $248	$ 420	Av. $134	R. $1,000 NR. $1,200	148	M. 146 W. 47	M. 2,124 W. 546	110	$ 14,000	Available	$ 12,000
R. $165 NR. $270	$495		R. $ 960 NR. $1,100	63	M. 66 W. 80	M. 510 W. 255	95	$ 19,000	Available	$ 5,000

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
New Mexico Institute of Mining and Technology *Socorro*	Tech.	State	Coed	1889	Non-Sect.	Sem.	Yes	33,597		360
New Mexico Western College *Silver City*	Lib., TC	State	Coed	1893	Non-Sect.	Sem.	No	39,000		72
University of New Mexico *Albuquerque*	Univ.	State	Coed	1889	Non-Sect.	Sem.	Yes	225,000	AF-N	400

NEW YORK—North Central Association of Colleges and Secondary Schools

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
Adelphi College *Garden City*	Lib.	Private	Coed	1896	Non-Sect.	Sem.	CEEB	69,463		73
Alfred University *Alfred*	Univ., Lib., Tech., Pro.	State and Private	Coed	1836	Non-Sect.	Sem.	CEEB	100,000	A	120
Bard College *Annandale-on-Hudson*	Lib.	Private	Coed	1860	Non-Sect.	Sem.	CEEB	70,000		750
Barnard College *New York*	Lib.	Private	Women	1889	Non-Sect.	Sem.	CEEB	75,000		4
Brooklyn College of the City of New York *Brooklyn*	Lib.	Municipal	Coed	1930	Non-Sect.	Sem.	No	254,619	AF	38
C. W. Post College of Long Island University, *Greenvale* See: Long Island University, *Brooklyn*										
Canisius College *Buffalo*	Lib.	Private	Men Coed-Evening and Graduate	1870	R.C.	Sem.	Yes Req. CEEB	75,000	A	19
The City College of the City of New York *New York*	Univ.	Municipal	Coed	1847	Non-Sect.	Sem.	Yes	382,731	A	38
Clarkson College of Technology *Potsdam*	Tech.	Private	Men	1896	Non-Sect.	Sem.	CEEB	80,000	A	700
Colgate University *Hamilton*	Lib.	Private	Men	1819	Non-Sect.	Sem.	CEEB	300,000	AF	1,000
College of Mount Saint Vincent *New York*	Lib.	Private	Women	1847	R.C.	Sem.	CEEB	26,034		96
College of New Rochelle *New Rochelle*	Lib.	Private	Women	1904	R.C.	Sem.	CEEB	65,000		40
The College of Saint Rose *Albany*	Lib.	Private	Women	1920	R.C.	Sem.	CEEB	40,000		9
Columbia University *New York*	Univ.	Private	Coed	1754	Non-Sect.	Sem.	CEEB (Columbia College)	2,000,000	AF-N	1,167
The Cooper Union for the Advancement of Science and Art *New York*	Art, Engin.	Private	Coed	1859	Non-Sect.	Sem.	Day-CEEB Evening-Yes	110,000		2 city blocks
Cornell University *Ithaca*	Univ., L-G	Private & State	Coed	1865	Non-Sect.	Sem.	CEEB	1,745,987	A-AF-N	Campus-422.9 Total-10,000
D'Youville College *Buffalo*	Lib.	Private	Women	1908	R.C.	Sem.	CEEB	33,000		2.5
Elmira College *Elmira*	Lib.	Private	Women	1855	Non-Sect.	Sem.	CEEB	62,000		16

Tuition (Indluding Fees) R. -Resident of State NR.-Non-Resident of State	Board	Room	Estimated Total Annual Costs	Total Faculty	Bachelors' and First Professional Degrees Conferred 1955	Fall Enrollment 1956	Student Scholarships	Total Value Student Scholarships	Number of Student Loans	Total Value Student Loans
R. $110 NR. $310	$ 300	$ 180	R. $1,000 NR. $1,200	24	M. 28	M. 236 W. 20	36	$ 12,800	Available	$ 3,600
R. $102 NR. $204	$ 405	Av. $122	R. $ 900 NR. $1,000	72	M. 35 W. 40	M. 458 W. 407	39	$ 6,700	50 (Activity grants)	$ 7,250
R. $210 NR. $410	$645		R. $1,200 NR. $1,400	246	M. 357 W. 118	M. 4,635 W. 1,659	400	$ 100,000	544	$ 12,337
$ 650	$750		Day-$ 750 R. $1,600	105	M. 95 W. 238	M. 2,368 W. 1,905	115	$ 34,606	23	$ 4,058
$ 700	$ 410	$ 220	$1,750	120	M. 67 W. 29	M. 514 W. 312	110	$ 55,000	17	$ 4,444
$1,450	$ 350	$ 250	$2,300	40	M. 33 W. 22	M. 117 W. 128	65	$ 60,000	30	$ 8,000
$ 880	$885		Day-$ 950 R. $1,800	161	W. 258	W. 1,270	260	$ 101,000	22	$ 5,750
Undergrad.-NYC Residents Teacher Ed.-NYS Residents Graduate-Accept Non-Residents			Fees & books— $100+ living expenses	449	M. 884 W. 1,111	M. 8,407 W. 7,712	24	$ 4,950	Available	$ 13,231
$ 750	None		$ 800+ Living expenses	100	M. 159 W. 19	M. 1,638 W. 463	115	$ 60,000	Available in 1957	
NYC Residents NYS-Teacher Ed.		None	Fees & books— $100+ living expenses	1,248	M. 1,658 W. 465	M. 21,860 W. 6,318	None		Available	$ 4,326
Engin.-$800 Other-$725	$700		$1,950	102	M. 154	M. 1,392 W. 1	165	$ 91,650	21	$ 6,200
$ 950	$ 450	$ 230	$2,000	120	M. 331	M. 1,379 W. 5	300	$ 195,000	200	$ 80,000
$ 700	$700		Day-$1,100 R. $1,800	65	W. 99	W. 802	110	$ 64,215	None	
	$1,600		$2,000	75	W. 184	W. 837	130+	$ 100,000	None	
$ 400	$ 450	$ 200	$1,500	78	M. 3 W. 120	M. 46 W. 917	17	$ 17,000	Available- started 1956	
$ 900	$ 480	$ 260	$2,074	2,200	M. 1,768 W. 907 (Incl. Columbia College and Barnard College)	M. 17,014 W. 9,952	2,239	$1,128,072	Available	$843,010 (None to Freshman)
None	None		Books and supplies- $150+ living expenses	229	M. 109	M. 1,077 W. 211	56	$ 28,278 (Incl. fellowships)	Available	$ 4,100
$1,100 R. (St. Div.) None NR.(St. Div.) $300	M. Av. $900 W. Av. $942		$2,300 R.(St. Div.)$1,350 NR.(St. Div.)$1,650	1,507	M. 941 W. 303	M. 5,913 W. 1,576	350 (Freshman)	$ 200,000	612 (Undergraduates)	$134,462
$ 450	$ 650		Day-$ 650 R. $1,350	60	W. 79	W. 546	68	$ 20,400	None	
$ 800	$ 450	$ 450	$2,000	36	W. 48	M. 174 W. 525	148	$ 52,000	8	$ 3,954

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
Fordham University *New York*	Univ.	Private	Men-Fordham College Coed-Other Schools	1841	R.C.	Sem.	CEEB	312,293	A-AF	74
Good Counsel College *White Plains*	Lib.	Private	Women	1923	R.C.	Sem.	Req. CEEB	20,618		40
Hamilton College *Clinton*	Lib.	Private	Men	1793	Non-Sect.	Sem.	CEEB	237,000		531
Hartwick College *Oneonta*	Lib.	Private	Coed	1928	Lutheran	Sem.	No	26,000		175
Hobart College *Geneva*	Lib.	Private	Men Cord.-William Smith College	1822	Episcopal	Sem.	CEEB	96,000	AF	100
Hofstra College *Hempstead*	Lib.	Private	Coed	1935	Non-Sect.	Sem.	Yes	60,000	A	76
Houghton College *Houghton*	Lib.	Private	Coed	1884	Methodist	Sem.	Req. CEEB	35,000		24
Hunter College of the City of New York *New York*	Lib.	Municipal	Coed	1870	Non-Sect.	Sem.	Yes	200,000		29
Iona College *New Rochelle*	Lib.	Private	Men	1940	R.C.	Sem.	CEEB	41,000		27
Ithaca College *Ithaca*	Lib., Pro.	Private	Coed	1892	Non-Sect.	Sem.	Req. CEEB	20,113		No Info.
Jewish Theological Seminary of America *New York*	Theol.,	Private	Men Coed-TT	1887	Jewish	Sem.	Yes	170,000		1 city block
(See also branch: University of Judaism, *Los Angeles, California*)										
Julliard School of Music *New York*	Music	Private	Coed	1905	Non-Sect.	Sem.	Yes	35,000		No Info.
Keuka College *Keuka Park*	Lib.	Private	Women	1892	Baptist	Qtr.	Recm. CEEB	45,000		150
Le Moyne College *Syracuse*	Lib.	Private	Coed	1946	R.C.	Sem.	Must take CEEB or own test if below 80% average	28,000		15
Long Island University *Brooklyn* (Including C. W. Post College of Long Island University, *Greenvale*)	Univ.	Private	Coed	1926	Non-Sect.	Sem.	Yes	53,000		133
Manhattan College *New York*	Lib., Tech.	Private	Men	1853	R.C.	Sem.	CEEB	68,380	AF	16
Manhattan School of Music *New York*	Music	Private	Coed	1917	Non-Sect.	Sem.	Yes	No Info.		No Info.
Manhattanville College of the Sacred Heart *Purchase*	Lib.	Private	Women Coed-Music	1841	R.C.	Sem.	CEEB	99,000		250
Maryknoll Teachers College *Maryknoll*	TC	Private	Women	1942	R.C.	Sem.	Yes	21,000		53
Marymount College *Tarrytown-on-Hudson*	Lib.	Private	Women	1907	R.C.	Sem.	CEEB	45,000		60
Mills College of Education *New York*	TC	Private	Women	1909	Non-Sect.	Sem.	No	13,981		1 Building

Tuition (Including Fees)* R. - Resident of State NR.-Non-Resident of State	Board	Room	Estimated Total Annual Costs	Total Faculty	Bachelors' and First Professional Degrees Conferred 1955	Fall Enrollment 1956	Student Scholarships	Total Value Student Scholarships	Number of Student Loans	Total Value Student Loans
$ 700	$800		Day-$ 900 R. $1,800	469	M. 987 W. 228	M. 5,979 W. 2,646	2,607	$ 877,260	175	$ 4,000
$ 400	$ 500	Av. $158	$1,200	35	W. 47	W. 304	34	$ 8,700	None	
$ 800	$ 500	$ 200	$2,000	62	M. 98	M. 648 W. 2	190	$ 100,000	20	$ 7,618
$ 575	$ 375	$ 150	$1,400	46	M. 41 W. 28	M. 302 W. 144	50	$ 10,000	6	$ 2,000
$ 800	$ 450	$ 250	$1,900	80	M. 91	M. 744	105	$ 44,705	None	
$ 700	Cafeteria	None	$ 850+ Living expenses	285	M. 316 W. 126	M. 5,236 W. 1,713	225	$ 100,000	28	$ 9,790
$ 465	$ 360	$ 130	$1,300	46	M. 60 W. 46	M. 292 W. 314	120	$ 15,000	50	$ 2,000
$ 40 (Matriculated Students)	None		Books and Fees-$60+ living expenses	428	M. 82 W. 1,159	M. 2,687 W. 9,799	None		57	$ 2,298
$ 512	None		$ 600+ Living expenses	110	M. 262	M. 2,335	148	$ 50,955	25	$ 9,230
$ 600 Music-$700	$ 400	$ 200	$1,450 Music-$1,550	94	M. 91 W. 41	M. 1,073 W. 455	86+	$ 36,230	11	$ 2,540
$ 500	$ 320	$ 280	$1,300	25	M. 62 W. 13	M. 391 W. 167	133 (Incl. Fellowships)	$ 105,700	None	
Diploma-$585 Degree-$700	None		Av. $2,200	150	M. 22 W. 25	M. 451 W. 391	273	(Competitive)	No Information	
$ 700 Nursing: $500	$700		$1,700	45	W. 81	W. 347	134	$ 21,510	Available	$ 12,000
$ 600	$800		$1,700	75	M. 89 W. 37	M. 772 W. 435	130	$ 38,785	17	$ 3,894
Av. $688	None		$ 800+ Living expenses	259	M. 417 W. 46	M. 2,768 W. 485	101	$ 43,300	Available	$ 5,000
$ 705	$800		Day-$ 900 R. $1,700	159	M. 404 W. 41	M. 2,765 W. None	76	$ 53,580	Available (Credit Union- 245)	$ 3,000 $ 32,900)
$ 600	None Est. $800		$1,700	106	M. 45 W. 15	M. 427 W. 135	No Information			
Day-$1,000	$2,000		Day-$1,300 R. $2,300	83	W. 89	M. 17 W. 602	139	$ 106,540	None	
(Restricted to the Maryknoll Sisters)				24	W. 19	W. 182	(Attend on Scholarships)			
$ 800	$ 850	Av. $225	$2,000	105	W. 149	W. 1,031	20	$ 14,000	None	
$1,150	None Est. $650		$2,000	26	W. 31	W. 152	29	$ 7,500	Available	$ 4,300

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
Mount St. Joseph Teachers College *Buffalo*	TC	Private	Women	1937	R.C.	Sem.	No	30,000		24
Nazareth College of Rochester *Rochester*	Lib.	Private	Women	1924	R.C.	Sem.	Req. CEEB	31,493		220
New York University *New York*	Univ.	Private	Coed	1831	Non-Sect.	Sem.	CEEB	1,000,000+	A-AF	65
Niagara University *Niagara University*	Univ.	Private	Coed	1856	R.C.	Sem.	No-except Lower ⅓ H.S. Class	61,000	A	309
Notre Dame College of Staten Island *Staten Island*	Lib.	Private	Women	1933	R.C.	Sem.	CEEB	16,000		18
Pace College *New York*	Lib., Pro.	Private	Coed	1906	Non-Sect.	Sem.	Yes-or Req. CEEB	35,000		1 Building
Polytechnic Institute of Brooklyn *Brooklyn*	Tech.	Private	Men	1854	Non-Sect.	Sem.	Yes	43,000	A	2 city blocks
Pratt Institute *Brooklyn*	Lib., Tech., TT	Private	Coed	1887	Non-Sect.	Sem.	Yes	160,000	A	5 city blocks
Queens College of the City of New York *Flushing*	Lib.	Municipal	Coed	1937	Non-Sect.	Sem.	Yes	92,000	AF	76
Rensselaer Polytechnic Institute *Troy*	Tech.	Private	Men	1824	Non-Sect.	Sem.	CEEB	76,031	A-AF-N	185
Rosary Hill College *Buffalo*	Lib.	Private	Women	—	R.C.	Sem.	Req. CEEB	23,000		No Info.
Russell Sage College *Troy*	Lib.	Private	Women	1916	Non-Sect.	Sem.	CEEB	60,000		40
St. Bernardine of Siena College *Loudonville*	Lib.	Private	Men Coed-Summer and Evening	1938	R.C.	Sem.	Req. CEEB	65,000	A	87
St. Bonaventure University *St. Bonaventure*	Univ.	Private	Coed	1856	R.C.	Sem.	Yes	130,639	A	600
St. John Fisher College *Rochester*	Lib.	Private	Men	1948	R.C.	Sem.	No	33,000		70
St. John's University *Brooklyn*	Univ.	Private	Men-St. John's College Coed-Other Schools	1870	R.C.	Sem.	Yes	140,965		105
St. Joseph's College for Women *Brooklyn*	Lib.	Private	Women	1916	R.C.	Sem.	CEEB	40,000		3
St. Lawrence University *Canton*	Univ., Theol.	Private	Coed	1856	Lib.-Non-Sect. Theol.-Universalist	Sem.	CEEB	120,000	A	900
Sarah Lawrence College *Bronxville*	Lib.	Private	Women Coed-Graduate	1926	Non-Sect.	Tri-term	Req. CEEB	69,000		25
Skidmore College *Saratoga Springs*	Lib.	Private	Women	1911	Non-Sect.	Sem.	CEEB	70,000		70
State University of New York (all campuses) *Albany*	Univ.	State	Coed	1948	Non-Sect.		See separate listings			

State University includes 21 four-year colleges, 6 two-year agricultural and technical institutes and supervises 11 two-year locally operated community colleges.

Tuition (Including Fees) R. -Resident of State NR.-Non-Resident of State	Board	Room	Estimated Total Annual Costs	Total Faculty	Bachelors' and First Professional Degrees Conferred 1955	Fall Enrollment 1956	Student Scholarships	Total Value Student Scholarships	Number of Student Loans	Total Value Student Loans
(Students are members of religious orders) Fees vary				31	W. 23	W. 291	(Available through religious orders)			
$ 425	$700		Day-$ 550 R. $1,500	61	W. 91	W. 638	93	$ 25,622	None	
$ 900	$ 600	$ 270	$2,100	1,267	M. 2,609 W. 737	M. 23,701 W. 7,502	1,593	$ 723,457	292	$ 82,540
$ 600	$600		$1,750	97	M. 152 W. 26	M. 1,150 W. 221	157	$ 66,000	15	$ 6,900
$ 400	Cafeteria (No estimate)	None	Av. $700+ Living espenses	25	W. 46	W. 227	10	$ 4,000	None	
$ 640	Cafeteria (Est. $130)	None	$ 740+ Living expenses	158	M. 282 W. 6	M. 2,955 W. 526	60	$ 40,000	Available	$ 10,000
$ 800	None		$ 900+ Living expenses	480	M. 453 W. 1	M. 5,884 W. 29	75	$ 140,000	15	$ 4,000
$ 675	$720		$1,600	200	M. 165 W. 93	M. 3,839 W. 690	250	$ 57,500	Available	$ 35,077
None	Cafeteria	None	Books and fees-$50+ living expenses	287	M. 244 W. 427	M. 3,412 W. 4,413	None		Available	$ 1,500
$1,000	$ 480	$ 260	$2,200	427	M. 524 W. 1	M. 4,232 W. 23	649	$ 365,450	No limit	$169,176
$ 450	None		$ 525+ Living expenses	42	W. 38	W. 379	9	$ 3,150	None	
$ 700	$900		$1,950	60	M. 10 W. 116	M. 530 W. 1,175	100+	$ 35,000	Available	$ 21,000
$ 576	Cafeteria	None	$ 700+ Living expenses	100	M. 211 W. 4	M. 1,436 W. 86	60	$ 36,000	22	$ 4,714
$ 554	$ 430	$ 200	$1,600	101	M. 154 W. 8	M. 1,484 W. 278	20	$ 50,000	None	
$ 700	None		$ 750+ Living expenses	40	M. 58	M. 444	Available		Available	
$ 640	None		$ 775+ Living expenses	261	M. 817 W. 329	M. 5,907 W. 2,536	960	$ 325,810	None	
$ 400	None		$ 550+ Living expenses	41	W. 62	W. 372	3	$ 5,100	65	$ 13,500 (Grants-in-aid)
$ 700	$700		$1,800	90	M. 163 W. 82	M. 1,062 W. 520	175	$ 90,000	100	$ 3,500
$1,551	$830		$2,681	65	W. 75	M. 1 W. 398	50+	$ 75,000	16	$ 4,500
$ 900	$1,050		$2,500	100	M. 4 W. 180	M. None W. 1,088	127	$ 65,000	Available	$ 22,000
	See separate listings				M. 1,564 W. 1,912	M. 18,095 W. 15,528	730 3,300-annually to N.Y. State residents	$ 200,000		

Professional Colleges: Upstate Medical Center, Syracuse; Downstate Medical Center, New York; College of Forestry, Syracuse; Maritime College, Fort Schuyler, New York; College of Ceramics, Alfred University; College of Agriculture, College of Home Economics, School of Industrial and Labor Relations, Veterinary College—all at Cornell University.

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
State University of New York Harpur College *Endicott*	Lib.	State	Coed	1946	Non-Sect.	Sem.	Yes	68,000		4 city blocks- New campus 400 acres
State University of New York College of Forestry (at Syracuse University) *Syracuse*	Pro.	State	Coed	1911	Non-Sect.	Sem.	CEEB	19,000	A-AF	795
State University of New York Maritime College *Fort Schuyler*	Pro.	State	Men	1874	Non-Sect.	Sem.	Yes	29,000	N	6
State University of New York Downstate Medical Center and Upstate Medical Center—See Section IV—Approved medical schools										
State University College for Teachers *Albany*	TC	State	Coed	1844	Non-Sect.	Sem.	Yes	55,015		4 city blocks
State University College for Teachers *Buffalo*	TC	State	Coed	1872	Non-Sect.	Sem.	Yes	58,883		55
State University Teachers College *Brockport*	TC	State	Coed	1842	Non-Sect.	Sem.	Yes	41,859		98
State University Teachers College *Cortland*	TC	State	Coed	1863	Non-Sect.	Sem.	Yes	56,000		75
State University Teachers College *Fredonia*	TC	State	Coed	1866	Non-Sect.	Sem.	Yes	30,000		65
State University Teachers College *Geneseo*	TC	State	Coed	1867	Non-Sect.	Sem.	Yes	35,772		60
State University Teachers College *New Paltz*	TC	State	Coed	1886	Non-Sect.	Sem.	Yes	43,977		55
State University Teachers College *Oneonta*	TC	State	Coed	1889	Non-Sect.	Sem.	Yes	42,000+		81
State University Teachers College *Oswego*	TC	State	Coed	1861	Non-Sect.	Sem.	Yes	52,546		100
State University Teachers College *Plattsburgh*	TC	State	Coed	1890	Non-Sect.	Sem.	Yes	37,000		50
State University Teachers College *Potsdam*	TC	State	Coed	1866	Non-Sect.	Sem.	Yes	36,000		37
Syracuse University *Syracuse*	Univ.	Private	Coed	1870	Non-Sect.	Sem.	CEEB	488,000	A-AF	795
Union College and University *Schenectady and Albany*	Univ.	Private	Sch.-Men Albany-Coed	1795	Non-Sect.	Sem.	CEEB	173,000	AF	Sch.-100 Albany-20
United States Merchant Marine Academy *Kings Point*	Tech.	Federal	Men	1942	Non-Sect.	Qtr.	Competitive examinations Req. CEEB	37,000	N	68
United States Military Academy *West Point*	Pro.	Federal	Men	1802	Non-Sect.	39 wks.	CEEB	150,000		15,000
University of Buffalo *Buffalo*	Univ.	Private	Coed	1846	Non-Sect.	Sem.	No	310,933	AF	185

Tuition (Including Fees) R. -Resident of State NR.-Non-Resident of State	Board	Room	Estimated Total Annual Costs	Total Faculty	Bachelors' and First Professional Degrees Conferred 1955	Fall Enrollment 1956	Student Scholarships	Total Value Student Scholarships	Number of Student Loans	Total Value Student Loans
R. $400 NR. $480	Av. $425	$ 200	R. $1,250 NR. $1,330	59	M. 71 W. 16	M. 619 W. 293	Varies	$ 5,000	144	$ 2,656
Fees-R. $120 NR. $420	$ 440	$ 350	R. $1,300 NR. $1,600	80	M. 95	M. 615 W. 3	12	$ 7,175	130	$ 10,258
R. None NR. $460	$510		R. $ 750 NR. $1,225	37	M. 92	M. 491	None		66	$ 2,164
Fees-R. $ 76 NR. $376	$550		R. $1,000 NR. $1,300	160	M. 92 W. 165	M. 1,217 W. 1,425	160	$ 56,000	Available	$ 14,071
Fees-R. $ 76 NR. $376	$ 320	$ 220	Day-Av. $ 550 R.-Av. $1,050 NR. Av. $1,350	179	M. 126 W. 294	M. 1,163 W. 2,120	80	$ 20,000	Available	$ 3,757
Fees-R. $ 90 NR. $390	$ 450	$ 220	R. $ 900 NR. $1,200	100	M. 82 W. 112	M. 609 W. 715	None		Available	$ 7,300
Fees-R. $156 NR. $456	$ 330 M. None	$ 220	R. $1,000 NR. $1,300	124	M. 85 W. 185	M. 891 W. 1,968	55	$ 9,661	217	$ 8,905
Fees-R. $ 59 NR. $359	$ 410 Coop.- $ 200	$ 200	R. $ 950 NR. $1,250	52	M. 54 W. 85	M. 352 W. 604	40	$ 6,000	Available	$ 12,000
Fees-R. $ 90 NR. $390	$ 300	$ 220	R. $ 900 NR. $1,200	71	M. 24 W. 121	M. 217 W. 856	68	$ 19,383	None	
Fees-R. $ 91 NR. $391	Av. $400	Av. $200	R. $ 900 NR. $1,200	95	M. 37 W. 167	M. 567 W. 1,493	15	$ 9,888	53	$ 3,650
Fees-R. $ 43 NR. $343	$ 360	$ 220	R. $ 900 NR. $1,200	82	M. 11 W. 136	M. 287 W. 1,315	1	$ 200	19	$ 2,424
Fees-R. $ 74 NR. $374	$ 448	$ 220	R. $1,000 NR. $1,300	83	M. 102 W. 126	M. 1,006 W. 1,096	11	$ 2,420	5	$ 6,000
Fees-R. $ 64 NR. $364	$ 400	$ 220	R. $ 950 NR. $1,250	86	M. 25 W. 151	M. 301 W. 1,007	4	$ 400	5	$ 5,000
Fees-R. $ 41 NR. $341	$ 400	$ 220	R. $ 950 NR. $1,250	74	M. 31 W. 129	M. 243 W. 1,009	19	$ 4,500	Available	$ 30,000
$ 900	$ 440	Av. $275	$1,900	700	M. 886 W. 539	M. 9,332 W. 4,992	1,553	$ 772,450	Available	$106,998
Lib.-$ 900 Engin.-$1,000	$ 500	$ 200	Lib. $2,300 Engin. $2,400	110	M. 340 W. 23	M. 2,371 W. 182	278	$ 110,000	Available	$126,903
Applicant must take nationwide competitive examination for existing vacancy in state quotas.				79	M. 200	M. 1,005	Students attend on scholarships			
Appointments to cadetships are made by President of U.S.				322	M. 470	M. 2,476 Authorized- 2,496	Cadetships			
$ 600	$680		Day-$ 700 R. $1,680	1,307	M. 611 W. 140	M. 7,998 W. 2,799	309	$ 114,900	65	$ 12,800

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
University of Rochester *Rochester*	Univ.	Private	Coed	1850	Non-Sect.	Sem.	CEEB	600,000	AF-N	217
Vassar College *Poughkeepsie*	Lib.	Private	Women	1861	Non-Sect.	Sem.	CEEB	303,500		950
Wagner Lutheran College *Staten Island*	Lib.	Private	Coed	1883	Lutheran	Sem.	CEEB	40,000		75
Webb Institute of Naval Architecture *Glen Cove*	Tech., Pro.	Private	Men	1889	Non-Sect.	Sem.	Competitive examinations	8,300		28
Wells College *Aurora*	Lib.	Private	Women	1868	Non-Sect.	Sem.	CEEB	122,000		300
William Smith College *Geneva*	Lib.	Private	Women Cord-Hobart College	1908	Episcopal	Sem.	CEEB	96,000		100
Yeshiva University *New York*	Univ.	Private	Men, Women	1886	Jewish	Sem.	CEEB	200,000		22

NORTH CAROLINA—Southern Association of Colleges and Secondary Schools

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
Agricultural and Technical College of North Carolina *Greensboro*	Tech., TC, L-G	State	Coed	1891	Non-Sect.	Qtr.	Yes	56,408	A-AF	110
Appalachian State Teachers College *Boone*	TC	State	Coed	1903	Non-Sect.	Qtr.	No	75,000		235
Atlantic Christian College *Wilson*	Lib.	Private	Coed	1902	Disciples of Christ	Sem.	No	22,000		3 city blocks
Barber-Scotia College *Concord*	Lib.	Private	Women Coed-Day	1867	Presb.	Sem.	No	16,000		16
Bennett College *Greensboro*	Lib.	Private	Women	1873	Methodist	Sem.	Yes	32,494		42
Catawba College *Salisbury*	Lib.	Private	Coed	1851	Evang. & Reformed	Sem.	No-except Lower ⅓ H.S. Class	45,000		190
Davidson College *Davidson*	Lib.	Private	Men	1836	Presb.	Sem.	CEEB	60,000	A	255
Duke University *Durham*	Univ.	Private	Cord. and Coed	1838	Methodist	Sem.	CEEB	1,240,000	AF-N	7,000
East Carolina College *Greenville*	Lib., TC	State	Coed	1907	Non-Sect.	Qtr.	Req. CEEB	105,000	AF	125
Elizabeth City State Teachers College *Elizabeth City*	TC	State	Coed	1891	Non-Sect.	Qtr.	No	27,952		65
Elon College *Elon College*	Lib.	Private	Coed	1889	Cong.	Sem.	No	14,226		25+
Fayetteville State Teachers College *Fayetteville*	TC	State	Coed	1867	Non-Sect.	Qtr.	No	35,580		92
Flora MacDonald College *Red Springs*	Lib.	Private	Women Coed-Non-degree	1896	Presb.	Sem.	No	19,200		57
Greensboro College *Greensboro*	Lib.	Private	Women Coed-Day	1838	Methodist	Sem.	Yes Req. CEEB	32,000		25
Guilford College *Guilford College*	Lib.	Private	Coed	1834	Society of Friends	Sem.	No	41,000		292
High Point College *High Point*	Lib.	Private	Coed	1920	Methodist	Sem.	No	26,663		52

Tuition (Including Fees) R. -Resident of State NR.-Non-Resident of State	Board	Room	Estimated Total Annual Costs	Total Faculty	Bachelors' and First Professional Degrees Conferred 1955	Fall Enrollment 1956	Student Scholarships	Total Value Student Scholarships	Number of Student Loans	Total Value Student Loans
$ 850	$ 500	$ 230	$2,100	180	M. 377 W. 186	M. 3,684 W. 2,030	550	$ 230,000		$ 15,000
$1,025	$1,075		$2,400	207	W. 287	W. 1,470	345	$ 310,000	Available	$ 48,550
$ 650	$620		$1,600	102	M. 120 W. 89	M. 1,054 W. 566	210	$ 50,000	Available	$ 1,000
Tuition, board and room covered by endowment.				9	M. 16	M. 77	Students attend on scholarships		None	
	$1,800		Av. $2,250	46	W. 69	W. 379	70	$ 57,000	None	
$ 800	$ 450	$ 250	$1,900	80	W. 44	W. 250	63	$ 19,215	None	
$ 760	$ 600	$ 370	$1,950	600	M. 202	M. 1,092 W. 372	1,600	$ 500,000	Available	$ 2,200
R. $131 NR. $400	$ 198	$ 90	R. $ 800 NR. $1,100	167	M. 172 W. 111	M. 1,511 W. 1,024	50	$ 4,350	Available	$ 3,645
Fees-R. $210 NR. $345	$ 195	Av. $120	R. $750 NR. $900	102	M. 75 W. 185	M. 1,075 M. 974		None	102	$ 8,387
$ 330	$ 240+	Av. $124	$1,050	35	M. 36 W. 69	M. 466 W. 389	90	$ 11,840	20	$ 2,500
$ 100	$ 210	$ 90	$ 800	21	W. 37	M. 20 W. 195	15	$ 2,000	Available	$ 2,000
	$725		$ 950	33	W. 100	W. 458	100	$ 25,000	Available	$ 1,250
$ 350	$ 357	$ 100	$1,165	45	M. 57 W. 43	M. 466 W. 216	33	$ 7,000	Available	$ 385
$ 600	$ 360	$ 150	$1,500	60	M. 165	M. 854	250	$ 118,000	Available	$ 10,000
$ 600	$ 475	$ 175	$1,650	607	M. 579 W. 252	M. 3,604 W. 1,615	667	$ 337,975	294	$111,446
R. $117 NR. $300	$ 300	$ 105	R. $ 975 NR. $1,175	150	M. 155 W. 209	M. 1,903 W. 1,878	130	$ 31,000	15	$ 2,169
R. $ 81 NR. $276	$ 270	$ 54	R. $750 NR. $950	33	M. 8 W. 92	M. 121 W. 228	10	$ 1,000	Available	$ 500
$ 365	$ 347	Av. $85	$1,100	50	M. 46 W. 20	M. 1,071 W. 256	137	$ 51,000	Available	$ 2,500
R. $ 81 NR. $276	$350		R. $ 800 NR. $1,000	39	M. 18 W. 114	M. 164 W. 337	13	$ 1,300	6	$ 900
$ 400	$ 230	$ 110	$1,150	33	W. 46	M. 14 W. 313	311	$ 24,335	Available	$ 7,125
$ 300	$465		$1,100	42	W. 65	M. 39 W. 371	107	$ 13,000	14	$ 1,700
$ 380	$400		$1,150	41	M. 47 W. 32	M. 810 W. 205	110	$ 25,000	40	$ 8,500
$ 351	$ 292	$ 90	$1,100	55	M. 81 W. 66	M. 595 W. 293	159	$ 23,430	Available	$ 18,000

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
Johnson C. Smith University *Charlotte*	Lib., Pro.	Private	Coed	1867	Presb.	Sem.	No	27,000		73.5
Lenoir-Rhyne College *Hickory*	Lib.	Private	Coed	1891	Evang. Lutheran	Sem.	No-except Lower ½ H.S. Class	40,000		49
Livingstone College *Salisbury*	Lib., Theol.	Private	Coed	1879	Af. Meth. Episc. Zion	Sem.	No-except Lower ⅓ H.S. Class	34,362		Campus-45 Total-314
Meredith College *Raleigh*	Lib.	Private	Women	1891	Baptist	Sem.	Yes Req. CEEB	38,000		170
North Carolina College at Durham *Durham*	Lib.	State	Coed	1910	Non-Sect.	Qtr.	No	62,826		62
North Carolina State College of Agriculture and Engineering of the University of North Carolina *Raleigh*	Univ., Tech., L-G	State	Coed	1887	Non-Sect.	Sem.	R. Yes NR. Req. CEEB	150,000	A-AF	650
Pembroke State College *Pembroke*	Lib.	State	Coed	1887	Non-Sect.	Sem.	Yes	23,000		35
Queens College *Charlotte*	Lib.	Private	Women Coed-Day	1857	Presb.	Sem.	CEEB	31,000		26
St. Augustine's College *Raleigh*	Lib.	Private	Coed	1867	Episcopal	Sem.	No	22,067		96
Salem College *Winston-Salem*	Lib.	Private	Women Coed-Day	1772	Moravian	Sem.	CEEB	45,000		56.5
Shaw University *Raleigh*	Lib., Pro.	Private	Coed	1865	Baptist	Sem.	Yes	20,542		25
University of North Carolina *Chapel Hill*	Univ.	State	Cord. and Coed	1789	Non-Sect.	Sem.	Req. CEEB	815,000	AF-N	622
Wake Forest College *Winston-Salem*	Univ.	Private	Coed	1833	Baptist	Sem.	No	135,135	A	310
Western Carolina College *Cullowhee*	Lib., TC	State	Coed	1889	Non-Sect.	Qtr.	No	31,655		70
Winston-Salem Teachers College *Winston-Salem*	TC	State	Coed	1892	Non-Sect.	Qtr.	Yes	36,813		62
Woman's College of the University of North Carolina *Greensboro*	Lib., Pro.	State	Women Coed-Graduate	1891	Non-Sect.	Sem.	Yes-or Req. CEEB	158,234		130

NORTH DAKOTA—North Central Association of Colleges and Secondary Schools

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
Jamestown College *Jamestown*	Lib.	Private	Coed	1884	Presb.	Sem.	Yes	30,000		107
North Dakota Agricultural College *Fargo*	Univ., L-G	State	Coed	1889	Non-Sect.	Qtr.	No	112,058	A-AF	1,577
State Teachers College *Dickinson*	TC	State	Coed	1917	Non-Sect.	Qtr.	No	25,000		167
State Teachers College *Minot*	TC	State	Coed	1913	Non-Sect.	Qtr.	No	55,000		74
State Teachers College *Valley City*	TC	State	Coed	1889	Non-Sect.	Qtr.	No	35,000		45
University of North Dakota *Grand Forks*	Univ.	State	Coed	1883	Non-Sect.	Sem.	No	150,000	A-AF	140

Tuition (Including Fees) R. -Resident of State NR.-Non-Resident of State	Board	Room	Estimated Total Annual Costs	Total Faculty	Bachelors' and First Professional Degrees Conferred 1955	Fall Enrollment 1956	Student Scholarships	Total Value Student Scholarships	Number of Student Loans	Total Value Student Loans
$ 250	$360		$ 925	48	M. 38 W. 53	M. 319 W. 293	58	$ 7,752	None	
$ 280	$ 350	Av. $80	$1,000	48	M. 97 W. 81	M. 554 W. 344	125 (Work Scholarships)	$ 12,000	Available	$ 5,000
$ 250	$298		$ 900	35	M. 27 W. 36	M. 175 W. 281	68	$ 14,375	Available	$ 4,775
$ 370	$450		$1,175	45	W. 101	W. 605	60	$ 7,500	Available	$ 20,000
R. $130 NR. $300	$ 324	$ 90	R.$ 875 NR.$1,075	109	M. 77 W. 182	M. 559 W. 811	30	$ 3,000	364	$ 6,956
R. $150 NR. $500	$ 450	$ 135	R. $1,050 NR. $1,400	564	M. 530 W. 3	M. 5,892 W. 152	344	$ 82,546	44	$ 7,732
R. $ 80 NR. $240	$ 350	$ 54	R. $800 NR. $975	18	M. 6 W. 16	M. 89 W. 131	4	$ 400	5	$ 500
	$1,250		$1,600	40	M. 6 W. 63	M. 70 W. 409	140	$ 26,000	Available	$ 700
$ 224	$360		Day-$380 R. $900	38	M. 19 W. 60	M. 166 W. 250	60	$ 5,000	Available	$ 750
$ 650	$850		$1,900	40	M. 2 W. 56	M. 13 W. 347	60	$ 22,000	None	
$ 250	$ 272	$ 68	$ 900	39	M. 30 W. 75	M. 251 W. 404	123	$ 18,150	None	
R. $150 NR. $500	$ 450	$ 130	R. $ 950 NR. $1,300	650	M. 807 W. 258	M. 6,056 W. 1,515	450	$ 103,000	Available	$700,000
$ 190	Av. $450	$ 150	Av. $1,350	277	M. 321 W. 60	M. 1,714 W. 473	83+	$ 59,425	Available	$ 26,000
R. $195 NR. $405 (Incl. fees)	$ 243	$ 90	R. $ 900 NR. $1,100	52	M. 67 W. 69	M. 768 W. 456	17	$ 3,090	18	$ 2,727
R. $135 NR. $325	$ 315	$ 54	R. $ 800 NR. $1,000	53	M. 39 W. 88	M. 257 W. 613	10	$ 2,500	Available	$ 1,455
R. $150 NR. $500	$ 270	$ 105	R. $1,200 NR. $1,500	206	W. 411	M. 57 W. 2,499	308	$ 31,406	50	$ 8,026
$ 380	$ 295	$ 140	$1,125	37	M. 23 W. 29	M. 262 W. 215	210	$ 22,000	45	$ 13,056
R. $ 90 NR. $150	Av. $200	Av. $177	R. $ 900 NR. $1,000	200	M. 234 W. 68	M. 2,175 W. 502	80	$ 25,000	23	$ 4,430
$ 60	$ 270	$ 81	R. $800 NR. $850	35	M. 25 W. 14	M. 322 W. 192	61	$ 16,725	Available	$ 6,000
$ 105	$ 300	$ 108	R. $800 NR. $850	74	M. 24 W. 22	M. 540 W. 648	160	$ 43,000	10	$ 1,000
$ 60	$ 270	Av. $95	R. $800 NR. $850	39	M. 35 W. 22	M. 331 W. 305	96	$ 25,351	Available	$ 7,000
R. $ 90 NR. $150	Cafeteria Av. $500	Av. $115	R. $ 900 NR. $1,000	189	M. 287 W. 100	M. 2,545 W. 830	235	$ 25,500	549	$ 50,286

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
OHIO—North Central Association of Colleges and Secondary Schools										
Antioch College *Yellow Springs*	Lib.	Private	Coed	1852	Non-Sect.	8 & 12 Wk. academic periods	CEEB	100,000		1,100
Ashland College *Ashland*	Lib., Theol.	Private	Coed	1878	Brethren	Sem.	No	30,000		16+
Baldwin-Wallace College *Berea*	Lib.	Private	Coed	1845	Methodist	Qtr.	Yes	61,050		45
Bluffton College *Bluffton*	Lib.	Private	Coed	1900	Mennonite	Sem.	No	30,000		40
Bowling Green State University *Bowling Green*	Univ.	State	Coed	1910	Non-Sect.	Sem.	R. No NR. Upper ½ H.S. Class	237,259	A-AF	240
Capital University *Columbus*	Univ.	Private	Coed	1830	Lutheran	Sem.	Yes	75,000	AF	30
Case Institute of Technology *Cleveland*	Tech.	Private	Men Coed-Graduate and Evening	1880	Non-Sect.	Sem.	No-until 1958	58,000	AF	20
Central State College *Wilberforce*	Lib., TC	State	Coed	1887	Non-Sect.	Sem.	Yes	35,000	A	560
College of Mount Saint Joseph-on-the-Ohio *Mount St. Joseph*	Lib.	Private	Women	1920	R.C.	Sem.	No	40,000		30
College of Saint Mary of the Springs *Columbus*	Lib.	Private	Women	1911	R.C.	Sem.	No	30,000		53
College of Wooster *Wooster*	Lib.	Private	Coed	1866	Presb.	Sem.	CEEB	127,997		130
Denison University *Granville*	Lib., Music	Private	Coed	1832	Baptist	Sem.	CEEB	109,000	AF	350
Fenn College *Cleveland*	Lib., Pro.	Private	Coed	1881	Non-Sect.	Qtr.	No-except Lower ½ H.S. Class	50,000		7
Heidelberg College *Tiffin*	Lib.	Private	Coed	1850	Evang. Reformed	Sem.	No	53,592		35
Hiram College *Hiram*	Lib.	Private	Coed	1849	Non-Sect.	Five 7-week terms	No	70,000		48
John Carroll University *Cleveland*	Univ.	Private	Men Coed-Summer and Evening	1886	R.C.	Sem.	No	75,000	A	60
Kent State University *Kent*	Univ.	State	Coed	1910	Non-Sect.	Qtr.	No	140,000	A-AF	250
Kenyon College *Gambier*	Lib.	Private	Men	1824	Episcopal	Sem.	CEEB	137,138	AF	480
Lake Erie College *Painesville*	Lib.	Private	Women	1856	Non-Sect.	Three 10-week terms	No	43,000		57
Marietta College *Marietta*	Lib.	Private	Coed	1797	Cong.	Sem.	No-except Lower ½ H.S. Class Recm. CEEB	138,000		29
Mary Manse College *Toledo*	Lib.	Private	Women	1873	R.C.	Sem.	No	29,500		5
Miami University *Oxford*	Univ.	State	Coed	1809	Non-Sect.	Sem.	R. None NR. Req. CEEB	300,000	AF-N	400
Mount Union College *Alliance*	Lib.	Private	Coed	1846	Methodist	Sem.	Yes	100,000		40

Tuition (Including Fees) R. -Resident of State NR.-Non-Resident of State	Board	Room	Estimated Total Annual Costs	Total Faculty	Bachelors' and First Professional Degrees Conferred 1955	Fall Enrollment 1956	Student Scholarships	Total Value Student Scholarships	Number of Student Loans	Total Value Student Loans
$ 800	$ 440 Coop. $220	$ 310 Coop. $115	$1,900 Coop. $1,500	81	M. 92 W. 65	M. 600 W. 498	174 (Incl. Grants-in-aid)	$ 53,081	49	$ 7,511
$ 450	$ 360	$ 200	$1,375	54	M. 41 W. 34	M. 381 W. 390	116	$ 13,755	Available	$ 15,517
$ 624	$ 378	M. $135 W. $180	M. $1,300 W. $1,350	130	M. 100 W. 71	M. 1,060 W. 835	106 (Incl. Grants-in-aid)	$ 23,959	231	$ 15,784
$ 390	$ 300	$ 130	$1,150	31	M. 23 W. 9	M. 170 W. 116	63	$ 8,004	Available	
R. $226 NR. $326	$540		R. $1,100 NR. $1,200	228	M. 320 W. 295	M. 2,526 W. 2,542	240	$ 27,922	720	$ 16,572
Av. $475	$ 375	$ 160	Av. $1,250	84	M. 135 W. 84	M. 756 W. 721	887	$ 75,738	Available	$ 9,779
$ 950	$ 535	$ 240	$2,000	167	M. 195	M. 2,265 W. 8	200	$ 90,000	Available (None to Freshmen)	$103,231
R. $226 NR. $306	$ 376	$ 150	R. $1,050 NR. $1,150	87	M. 51 W. 64	M. 548 W. 425	230	$ 33,703	97	$ 1,164
$ 400	$ 450	Av. $185	$1,200	54	W. 114	W. 497	16	$ 3,200	Available	$ 3,000
$ 400	$ 450	$ 150	$1,200	34	W. 49	W. 414	12	$ 4,800	None	
$ 650	$ 440	$ 200	$1,600	98	M. 105 W. 71	M. 595 W. 539	250	$ 50,000	21	$ 8,000
$ 750	$ 440	$ 230	$1,750	112	M. 104 W. 106	M. 689 W. 658	200+	$ 102,000	Available	$ 28,000
$ 660 Engin.-$780	$ 435	$ 210	$1,700	245	M. 163 W. 23	M. 3,209 W. 1,583	45	$ 27,000	Available	$ 24,000
$ 570	$ 374	$ 190	$1,450	53	M. 62 W. 57	M. 429 W. 258	29	$ 7,000	18	$ 4,000
$ 655	$ 350	$ 170	$1,500	45	M. 46 W. 39	M. 303 W. 257	50 (Competitive exams.)	$ 45,000	20	$ 3,200
$ 560	$ 420	$ 200	$1,500	161	M. 271	M. 2,886 W. 319	137	$ 52,200	106	$ 23,800
R. $150 NR. $405	$ 360	$ 174	R. $1,000 NR. $1,250	295	M. 388 W. 288	M. 4,365 W. 3,540	350	$ 52,500	270	$ 13,500
$ 850	$ 480	Av. $225	$1,800	58	M. 85	M. 552	246	$ 139,970	Available	$ 9,000
	$1,600		$1,850	37	W. 29	M. 3 W. 458	97	$ 48,418	28	$ 5,180
$ 520	$ 360	Av. $178	$1,400	50	M. 55 W. 36	M. 746 W. 287	176	$ 42,900	10	$ 2,000
$ 250	$ 420	Av. $120	$1,100	42	W. 50	W. 634	10	$ 25,000	3	$ 650
R. $150 NR. $345	$ 396	$ 208	R. $ 900 NR. $1,200	312	M. 544 W. 363	M. 3,578 W. 3,689	100	$ 15,000	52	$ 5,700
$ 550	$ 375	Av. $215	$1,500	53	M. 91 W. 50	M. 498 W. 442	134	$ 26,369	22	$ 5,290

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
Muskingum College *New Concord*	Lib.	Private	Coed	1837	Presb.	Sem.	Req. CEEB	50,000+		185
Notre Dame College *Cleveland*	Lib.	Private	Women	1922	R.C.	Sem.	No	27,000		50
Oberlin College *Oberlin*	Lib., Music, Theol.	Private	Coed	1833	Non-Sect.	Sem.	CEEB	515,000	AF	305
Ohio State University *Columbus*	Univ.	State	Coed	1864	Non-Sect.	Qtr.	No	1,110,000	A-AF-N	2,334
Ohio University *Athens*	Univ.	State	Coed	1804	Non-Sect.	Sem.	No	243,877	A-AF	Campus-290 Total-789
Ohio Wesleyan University *Delaware*	Univ.	Private	Coed	1841	Methodist	Sem.	CEEB	200,000	AF	128
Otterbein College *Westerville*	Lib.	Private	Coed	1847	Evang. Un. Brethren	Sem.	No	45,000	AF	40
Our Lady of Cincinnati College *Cincinnati*	Lib.	Private	Women	1935	R.C.	Sem.	No	21,000		14
Saint John College of Cleveland *Cleveland*	TC	Private	Women	1928	R.C.	Sem.	Yes Req. CEEB	33,000		4
University of Akron *Akron*	Univ.	Municipal	Coed	1870	Non-Sect.	Sem.	No	102,776	A-AF	19
University of Cincinnati *Cincinnati*	Univ.	Municipal	Coed	1819	Non-Sect.	3 term system on coop. basis	Yes	727,610	A-AF	150
University of Dayton *Dayton*	Univ.	Private	Coed	1850	R.C.	Sem.	No	62,000	A	65
University of Toledo *Toledo*	Univ.	Municipal	Coed	1872	Non-Sect.	Sem.	No	202,000	A	170
Ursuline College for Women *Cleveland*	Lib.	Private	Women	1871	R.C.	Sem.	No	28,000		No Info.
Western College for Women *Oxford*	Lib.	Private	Women	1853	Non-Sect.	Sem.	Recm. CEEB	50,000		197
Western Reserve University *Cleveland*	Univ.	Private	Coed	1826	Non-Sect.	Sem.	CEEB	702,000	AF	60
Wilmington College *Wilmington*	Lib.	Private	Coed	1863	Society of Friends	Sem.	No	32,000		300
Wittenberg College *Springfield*	Lib.	Private	Coed	1845	United Lutheran	Sem.	Recm. CEEB	101,000		55
Xavier University *Cincinnati*	Univ.	Private	Men-Lib. Coed-Summer, Evening and Graduate	1831	R.C.	Sem.	Yes	111,718	A	140
The Youngstown University *Youngstown*	Univ.	Private	Coed	1908	Non-Sect.	Sem.	No	75,198	A	5

OKLAHOMA—North Central Association of Colleges and Secondary Schools

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
Bethany Nazarene College *Bethany*	Lib.	Private	Coed	1899	Nazarene	Sem.	Yes	35,000		14 Buildings
Central State College *Edmond*	Lib., TC	State	Coed	1891	Non-Sect.	Sem.	No	60,000		19
East Central State College *Ada*	Lib., TC	State	Coed	1909	Non-Sect.	Sem.	No	50,000		60
Langston University *Langston*	Lib., TC, L-G	State	Coed	1897	Non-Sect.	Sem.	No	65,873		410

Tuition (Including Fees) R. -Resident of State NR.-Non-Resident of State	Board	Room	Estimated Total Annual Costs	Total Faculty	Bachelors' and First Professional Degrees Conferred 1955	Fall Enrollment 1956	Student Scholarships	Total Value Student Scholarships	Number of Student Loans	Total Value Student Loans
$ 500	$ 375	$ 180	$1,350	70	M. 64 W. 77	M. 560 W. 537	68	$ 24,000	18	$ 3,225
$ 400	$ 500	$ 250	$1,400	36	W. 44	W. 350	24	Av. $21,600	None	
$ 750 Music $800 Theol. $320	$ 460	$ 260	$1,700 Music $1,800 Theol. $1,300	205	M. 187 W. 210	M. 1,129 W. 1,056	720	$ 278,784	170	$ 35,078
R. $225 NR. $600	M. Av. $645 W. Av. $600		Av. $1,200 NR. $1,600	2,259	M. 1,851 W. 752	M. 16,510 W. 596	1,384	$ 226,026	1,454	$185,419
R. $220 NR. $470	$ 396	$ 200	R. $1,100 NR. $1,350	304	M. 429 W. 214	M. 5,200 W. 3,633	363	$ 137,000	Available	$ 20,000
$ 650	$ 340	$ 330	$1,650	120	M. 224 W. 209	M. 1,035 W. 1,003	625	$ 167,981	181	$ 21,781
$ 485	$ 340	$ 160	$1,350	60	M. 57 W. 49	M. 443 W. 297	216	$ 23,500	Available	$ 10,000
$ 180	$600		Day-$ 330 R. $1,250	47	W. 50	W. 708	50	$ 12,269	None	
$ 300	$ 500	None	Day-$ 390 R. $1,100	153	W. 89	W. 865	2	$ 2,200	4	$ 1,200
R. $240 NR. $480	None		R. $300 NR. $600+ Living expenses	146	M. 191 W. 94	M. 3,333 W. 1,620	200	$ 30,130	200	$ 38,725
R. $330 NR. $465	$ 600	$ 260	R. $ 423 NR. $1,400	1,100	M. 833 W. 300	M. 10,530 W. 4,413	859	$ 271,492	522	$ 42,530
$ 590	$710		$1,650	355	M. 259 W. 105	M. 4,169 W. 1,056	152	$ 31,316	Available	$ 6,220
R. $260 NR. $410	$ 500	$ 210	R. $1,300 NR. $1,450	192	M. 286 W. 112	M. 4,133 W. 1,488	300	$ 250,000	75	$ 7,000
$ 400	$680		$1,400	34	W. 40	W. 245	50	$ 10,000	None	
	$1,485		$1,750	48	W. 39	W. 321	35	$ 12,545	Available	$ 2,000
$ 660	Av. $640		$1,750	266	M. 555 W. 394	M. 4,345 W. 3,198	300	$ 110,000	39	$ 7,300
$ 544	$ 400	$ 150	$1,450	41	M. 50 W. 30	M. 431 W. 201	30	$ 12,000	20	$ 4,884
$ 600	$ 396	$ 220	$1,500	91	M. 211 W. 125	M. 1,047 W. 969	235+	$ 118,805	Available	$ 6,610+
$ 408	$ 420	$ 200	$1,400	90	M. 211 W. 3	M. 3,087 W. 585	27	$ 8,700	47	$ 8,818
$ 360	None		$ 450+ Living expenses	265	M. 202 W. 87	M. 4,063 W. 1,206	195	$ 31,000	Available	$ 4,800
$ 145	$450		$ 900	43	M. 57 W. 35	M. 442 W. 220	Available		None	
R. $112 NR. $324	$ 300	$ 90	R. $800 NR. $925	70	M. 113 W. 112	M. 1,611 W. 649	50	$ 2,700	50	$. 2,500
R. $108 NR. $216	$ 319	$ 81	R. $800 NR. $925	75	M. 94 W. 90	M. 1,026 W. 555	100	$ 11,000	90	$ 23,000
R. $108 NR. $192	$ 288	$ 99	R. $800 NR. $925	69	M. 31 W. 50	M. 345 W. 206	65	$ 6,000	Available	$ 6,500

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
Northeastern State College *Tahlequah*	Lib., TC	State	Coed	1846	Non-Sect.	Sem.	No	60,000		65
Northwestern State College *Alva*	Lib., TC	State	Coed	1897	Non-Sect.	Sem.	No	40,000		40
Oklahoma Agricultural and Mechanical College *Stillwater*	Lib., Tech., L-G	State	Coed	1890	Non-Sect.	Sem.	No	350,000	A-AF	Campus-5,793 Total 28,793
Oklahoma Baptist University *Shawnee*	Univ.	Private	Coed	1910	Baptist	Sem.	No	50,400		122
Oklahoma City University *Oklahoma City*	Univ.	Private	Coed	1904	Methodist	Sem.	No	59,000		55
Oklahoma College for Women *Chickasha*	Lib.	State	Women	1908	Non-Sect.	Sem.	No	43,895		228
Phillips University *Enid*	Univ.	Private	Coed	1906	Disciples of Christ	Sem.	No	61,000		113
Southeastern State College *Durant*	TC	State	Coed	1909	Non-Sect.	Sem.	No	51,062		59.5
Southwestern State College *Weatherford*	Lib., TC	State	Coed	1901	Non-Sect.	Sem.	No	45,000		67
University of Oklahoma *Norman*	Univ.	State	Coed	1890	Non-Sect.	Sem.	No	550,000	A-AF-N	2,408
University of Tulsa *Tulsa*	Univ.	Private	Coed	1894	Presb.	Sem.	Yes	144,600	AF	42
OREGON—Northwest Association of Secondary and Higher Schools										
Cascade College *Portland*	Lib.	Private	Coed	1918	Interdenom.	Qtr.	No	15,000		3
Eastern Oregon College of Education *La Grande*	Lib., TC	State	Coed	1929	Non-Sect.	Qtr.	No	35,000		72
Lewis and Clark College *Portland*	Lib.	Private	Coed	1867	Presb.	Sem.	CEEB	44,000		64
Linfield College *McMinnville*	Lib.	Private	Coed	1849	Baptist	Sem.	No	45,000		60
Marylhurst College *Marylhurst*	Lib., TT	Private	Women	1893	R.C.	Sem.	No	32,000		50
Mount Angel Seminary *St. Benedict*	Lib.	Private	Men	1887	R.C.	Sem.	No	40,000		50
Mount Angel Women's College *Mount Angel*	Lib.	Private	Women	1887	R.C.	Sem.	Yes	10,000		No Info.
Oregon College of Education *Monmouth*	Lib., TC	State	Coed	1856	Non-Sect.	Qtr.	No	39,338		30
Oregon State College *Corvallis*	Univ., L-G	State	Coed	1858	Non-Sect.	Qtr.	No	323,068	A-AF-N	Campus-4,000 Total-41,300
Pacific University *Forest Grove*	Univ.	Private	Coed	1849	Cong.	Sem.	No	53,000		45
Reed College *Portland*	Lib.	Private	Coed	1910	Non-Sect.	Sem.	CEEB	110,000		91
Southern Oregon College of Education *Ashland*	TC	State	Coed	1926	Non-Sect.	Qtr.	Yes	33,000		50
University of Oregon *Eugene*	Univ.	State	Coed.	1872	Non-Sect.	Qtr.	R. None NR. Req. CEEB	650,373	A-AF	261

Tuition (Including Fees) R. -Resident of State NR.-Non-Resident of State	Board	Room	Estimated Total Annual Costs	Total Faculty	Bachelors' and First Professional Degrees Conferred 1955	Fall Enrollment 1956	Student Scholarships	Total Value Student Scholarships	Number of Student Loans	Total Value Student Loans
R. $108 NR. $216	$ 280	$ 120	R. $800 NR. $925	66	M. 161 W. 149	M. 1,030 W. 714	30	$ 3,240	100	$ 3,000
Fees-R. $114 NR. $288	$ 360	$ 90	R. $800 NR. $925	48	M. 48 W. 51	M. 504 W. 254	29	$ 3,306	None	
Fees-R. $168 NR. $432	$526		R. $ 800 NR. $1,100	550	M. 915 W. 331	M. 7,484 W. 2,242	110	$ 18,480	1,317	$186,330
$ 340	$ 320	$ 140	$1,000	70	M. 94 W. 60	M. 846 W. 505	350	$ 107,798	180	$ 51,975
$ 400	$ 500	$ 150	$1,350	130	M. 165 W. 48	M. 2,372 W. 591	360	$ 82,820	17	$ 2,120
R. $108 NR. $216	$450		R. $800 NR. $925	53	W. 90	M. 11 W. 639	72	$ 7,776	Available	$ 15,000
$ 390	Av. $460		$1,175	66	M. 88 W. 62	M. 716 W. 447	486	$ 68,000	315	$ 49,482
R. None NR. $264	$ 315	$ 99	R. $800 NR. $925	61	M. 109 W. 114	M. 1,115 W. 640	None		Available	$ 10,000
R. $108 NR. $216	$ 312	$ 120	R. $800 NR. $925	65	M. 116 W. 85	M. 1,001 W. 386	50	$ 5,400	Available	$ 600
R. $168 NR. $432	$ 340	$ 170	R. $1,000 NR. $1,200	700	M. 985 W. 315	M. 8,713 W. 3,351	400	$ 110,000	Available	$693,465
$ 400	$ 500	$ 144	$1,350	219	M. 302 W. 85	M. 4,214 W. 1,563	441	$ 115,366	455	$ 54,000
$ 330	$ 285	$ 120	$1,200	22	M. 26 W. 21	M. 120 W. 116	15	$ 2,000	Available	$ 5,000
R. $159 NR. $249	$ 432	$ 165	R. $ 900 NR. $1,000	52	M. 30 W. 20	M. 381 W. 286	154	$ 22,836	~~Available~~	$ 9,000
$ 650	$ 400	$ 200	$1,600	85	M. 148 W. 72	M. 577 W. 490	500+	$ 80,944	Available	$ 30,000
$ 500	$ 360	$ 140	$1,300	50	M. 38 W. 18	M. 475 W. 251	75	$ 20,000	Available	$ 35,000
$ 300	$ 400	$ 175	$1,200	36	W. 54	W. 550	60	$ 12,000	Available	$ 2,000
$ 300	$300		$1,000	17	M. 7	M. 98	Student's individual need for aid			
$ 190	$ 450	$ 55	$1,000	13	W. 16	W. 91	Student's individual need for aid			
R. $159 NR. $249	$556		R. $1,000 NR. $1,100	55	M. 69 W. 295	M. 416 W. 383	151	$ 19,855	12	$ 24,811
R. $195 NR. $265	$600		R. $1,000 NR. $1,150	1,114	M. 561 W. 195	M. 4,981 W. 1,801	350	$ 72,062	975	$ 80,000
$ 500	$ 467	$ 131	$1,475	50	M. 98 W. 18	M. 456 W. 149	80	$ 16,000	Available	$30,000
$ 820	$ 470	$ 200	$1,850	70	M. 64 W. 20	M. 453 W. 236	175	$ 64,500	Available	$ 18,215
R. $159 NR. $279	$ 540	$ 125	R. $ 950 NR. $1,100	67	M. 31 W. 111	M. 567 W. 344	131	$ 19,650	31	$ 2,400
R. $195 NR. $405	$ 432	$ 225	R. $1,200 NR. $1,400	420	M. 645 W. 281	M. 3,518 W. 1,965	415	$ 93,000	Available	$195,000

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
University of Portland *Portland*	Univ.	Private	Coed	1901	R.C.	Sem.	Recm. CEEB	70,000	AF	88
Willamette University *Salem*	Univ.	Private	Coed	1842	Methodist	Sem.	Recm. CEEB	57,000	AF	30
PENNSYLVANIA—Middle States Association of Colleges and Secondary Schools										
Academy of the New Church *Bryn Athyn*	Lib., Theol.	Private	Coed Men-Theol.	1877	Ch. of New Jerusalem	Sem.	Yes	60,000		96
Albright College *Reading*	Lib.	Private	Coed	1856	Evang. Un. Brethren	Sem.	Yes	45,000		35
Allegheny College *Meadville*	Lib.	Private	Coed	1815	Methodist (Non-Sect.)	Sem.	CEEB	135,000	AF	125
Alliance College *Cambridge Springs*	Lib.	Private	Coed	1912	Polish Nat. Alliance (Non-Sect.)	Sem.	No-except Lower ½ H.S. Class	24,000		180
Beaver College *Jenkintown*	Lib.	Private	Women	1853	Presb.	Sem.	CEEB	32,000		70
Bryn Mawr College *Bryn Mawr*	Lib.	Private	Women	1880	Non-Sect.	Sem.	CEEB	255,000		73.7
Bucknell University *Lewisburg*	Lib., Pro.	Private	Coed	1846	Baptist	Sem.	CEEB	146,000	A	518
Carnegie Institute of Technology *Pittsburgh*	Tech.	Private	Coed	1900	Non-Sect.	Sem.	CEEB	140,000	A	147
Cedar Crest College *Allentown*	Lib.	Private	Women	1868	Evang. & Reformed	Sem.	CEEB	35,000		104
Chatham College *Pittsburgh*	Lib.	Private	Women	1869	Non-Sect.	Sem.	CEEB	48,278		27
Chestnut Hill College of the Sisters of Saint Joseph *Philadelphia*	Lib.	Prifate	Women	1858	R.C.	Sem.	CEEB	45,000		150
College Misericordia *Dallas*	Lib.	Private	Women	1923	R.C.	Sem.	Yes	32,000		98.5
Dickinson College *Carlisle*	Lib.	Private	Coed	1773	Methodist	Sem.	CEEB	100,000	A	33
Drexel Institute of Technology *Philadelphia*	Tech.	Private	Coed	1891	Non-Sect.	Qtr.	Yes	131,133	A	47
Dropsie College for Hebrew and Cognate Learning *Philadelphia*	Grad.	Private	Coed	1907	Jewish (Non-Sect.)	Sem.	No	66,932		1
Duquesne University *Pittsburgh*	Univ.	Private	Coed	1878	R.C.	Sem.	Req. CEEB	64,781	A-AF	12
Eastern Baptist College *Saint Davids*	Lib.	Private	Coed	1932	Baptist	Sem.	Req. CEEB	12,000		76
Eastern Baptist Theological Seminary *Philadelphia*	Theol.	Private	Coed	1925	Baptist	Qtr.	Yes	35,375		12
Elizabethtown College *Elizabethtown*	Lib.	Private	Coed	1899	Ch. of the Brethren	Sem.	No	30,000		58
Franklin and Marshall College *Lancaster*	Lib.	Private	Men Coed-Graduate	1787	Evang. & Reformed	Sem.	CEEB	136,000	AF	52
Gannon College *Erie*	Lib.	Private	Men	1944	R.C.	Sem.	Yes	36,000	A	4.5
Geneva College *Beaver Falls*	Lib.	Private	Coed	1848	Reformed Presb.	Sem.	No	60,000		30

Tuition (Including Fees) R. -Resident of State NR.-Non-Resident of State	Board	Room	Estimated Total Annual Costs	Total Faculty	Bachelors' and First Professional Degrees Conferred 1955	Fall Enrollment 1956	Student Scholarships	Total Value Student Scholarships	Number of Student Loans	Total Value Student Loans
$ 490	$580		$1,400	161	M. 148 W. 18	M. 865 W. 349	10	$ 9,600	Available	$120,000
$ 440	$575		$1,350	101	M. 143 W. 42	M. 697 W. 413	101	$ 31,851	40	$ 3,500
$ 200	$ 450	$ 200	$1,100	20	M. 3 W. 2	M. 40 W. 34	34	$ 13,978	None	
$ 625	$ 350	$ 170	Day-$ 700 R. $1,250	53	M. 63 W. 32	M. 510 W. 180	172	$ 38,000	None	
$ 750	$ 380	$ 190	$1,600	82	M. 82 W. 99	M. 625 W. 467	330	$ 80,000	Available	$ 50,000
$ 400	$ 370	Av. $130	$1,250	21	M. 10 W. 7	M. 193 W. 22	45	$ 18,000	None	
$ 700	$ 400	Av. $300	$1,700	56	W. 78	W. 631	150	$ 66,000	Available	$ 5,000
$ 850	Av. $1,100		$2,200	158	W. 133	M. 34 W. 765	220	$ 183,154	28	$ 10,930
$ 850	$ 400	$ 250	$1,900	147	M. 204 W. 154	M. 1,418 W. 804	234	$ 97,453	Available	$ 54,000
$ 800	$ 350	$ 250	$1,750	280	M. 400 W. 167	M. 3,874 W. 944	513	$ 323,484	Available	$106,000
$ 600	Av. $900		$1,800	43	W. 59	W. 485	80	$ 25,000	Available	
$ 800	. $900		$2,000	40	W. 68	W. 447	163	$ 79,478	16	$ 2,665
$ 600	$ 550	Av. $225	$1,700	56	W. 86	W. 608	25	$ 25,000	25	$ 5,000+
$ 300	$ 500	$ 150	$1,300	76	W. 131	W. 916	75	$ 30,000	None	
$ 700	$ 410	$ 220	$1,725	76	M. 103 W. 59	M. 602 W. 298	300	$ 60,000	Available	$ 20,000
$ 700	$680		$1,700	259	M. 585 W. 121	M. 6,297 W. 591	170	$ 83,000	35	$ 8,000
None-Endowed	None		Fees-$100 + Living expenses	13	Graduate School	M. 108 W. 8	10	$ 6,900	None	
$ 512	$ 400	M. $150 W. $250	Day-$ 700 R. $1,500	292	M. 304 W. 171	M. 2,636 W. 1,639	107 (Incl. Grants-in-aid)	$ 173,800	Available	$ 3,100
$ 225	$ 336	$ 160	$1,100	22	M. 17 W. 1	M. 127 W. 98	35	$ 6,000	Available	$ 1,000
Fees-$60	$ 126	$ 144	$ 650	18	M. 50 W. 7	M. 161 W. 17	None		None	
$ 550	$510		$1,350	40	M. 37 W. 20	M. 395 W. 301	75	$ 14,000	Available	$ 25,000
$ 800	$ 420	$ 190	$1,650	86	M. 205	M. 1,577 W. 89	40	$ 25,000	None	
$ 480	None Est. $500	Est. $180	$1,500	70	M. 76	M. 1,340	150	$ 20,000	515	$102,447
$ 480	$ 360	$ 150	$1,350	50	M. 115 W. 47	M. 1,346 W. 589	225	$ 40,000	Available	$ 3,000

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
Gettysburg College *Gettysburg*	Lib.	Private	Coed	1832	Lutheran	Sem.	CEEB	74,891	A-AF	100
Grove City College *Grove City*	Lib.	Private	Coed	1876	Presb.	Sem.	No-except Lower ⅔ H.S. Class	50,000	AF	110
Haverford College *Haverford*	Lib.	Private	Men	1833	Society of Friends	Sem.	CEEB	196,000		216
Immaculata College *Immaculata*	Lib.	Private	Women	1920	R.C.	Sem.	CEEB	33,484		350
Juniata College *Huntingdon*	Lib.	Private	Coed	1876	Ch. of the Brethren	Sem.	Yes	70,500		55
King's College *Wilkes-Barre*	Lib.	Private	Men	1946	R.C.	Sem.	Yes Recm. CEEB	30,000		6
Lafayette College *Easton*	Lib., Engin.	Private	Men	1826	Presb.	Sem.	CEEB	143,190	A	140
La Salle College *Philadelphia*	Lib.	Private	Men	1863	R.C.	Sem.	Req. CEEB	40,000	A	City-28 Suburbs-55
Lebanon Valley College *Annville*	Lib.	Private	Coed	1866	Evang. Un. Brethren	Sem.	Recm. CEEB	57,077		35
Lehigh University *Bethlehem*	Univ.	Private	Men Coed-Graduate	1865	Non-Sect.	Sem.	CEEB	348,000	A-AF	190
Lincoln University *Lincoln University*	Lib., Theol.	Private	Men Coed-Day	1854	Presb.	Sem.	Yes Recm. CEEB	56,000		350
Lycoming College *Williamsport*	Lib.	Private	Coed	1812	Methodist	Sem.	Recm. CEEB	36,500		12
Marywood College *Scranton*	Lib.	Private	Women	1915	R.C.	Sem.	CEEB	50,000		55
Mercyhurst College *Erie*	Lib.	Private	Women	1871	R.C.	Sem.	Recm. CEEB	22,000		72
Moravian College *Bethlehem*	Lib., Theol.	Private	Coed	1742	Moravian	Sem.	CEEB	65,000		40
Mount Mercy College *Pittsburgh*	Lib.	Private	Women	1929	R.C.	Sem.	Yes- Recm. CEEB	35,000		13
Muhlenberg College *Allentown*	Lib.	Private	Men Coed-1957	1848	Lutheran	Sem.	CEEB	92,000		76
Pennsylvania Military College *Chester*	Lib., Tech.	Private	Men	1821	Non-Sect.	Sem.	Recm. CEEB	23,000	A	26
Pennsylvania State College of Optometry *Philadelphia*	Pro.	Private	Coed	1919	Non-Sect.	Sem.	No	5,000		20
Pennsylvania State University *University Park*	Univ., L-G	State	Coed	1855	Non-Sect.	Sem.	CEEB	430,000	A-AF-N	Campus-3,627 Total-9,064
Philadelphia Textile Institute *Philadelphia*	Tech.	Private	Coed	1883	Non-Sect.	Sem.	Yes	15,000		13
Rosemont College *Rosemont*	Lib.	Private	Women	1921	R.C.	Sem.	CEEB	51,000		48
St. Francis College *Loretto*	Lib.	Private	Coed	1847	R.C.	Sem.	Lower ½- Req. CEEB	23,000		620
St. Joseph's College *Philadelphia*	Lib.	Private	Men	1851	R.C.	Sem.	Recm. CEEB	35,000	AF	32
St. Vincent College *Latrobe*	Lib.	Private	Men	1846	R.C.	Sem.	Req. CEEB	72,971		88

Tuition (Including Fees) R. -Resident of State NR.-Non-Resident of State	Board	Room	Estimated Total Annual Costs	Total Faculty	Bachelors' and First Professional Degrees Conferred 1955	Fall Enrollment 1956	Student Scholarships	Total Value Student Scholarships	Number of Student Loans	Total Value Student Loans
$ 725	$ 400	$ 150	$1,600	101	M. 156 W. 47	M. 1,060 W. 321	280	$ 74,000	Available	$ 10,000
$ 350	$ 441	Av. $175	$1,300	64	M. 108 W. 36	M. 874 W. 410	100	$ 6,465	Available	$ 28,499
$ 850	$ 470	$ 250	$1,900	55	M. 89	M. 458	157	$ 74,550	Available	$ 7,000
$ 500	$800		Day-$ 700 R. $1,600	55	W. 97	W. 723	12	$ 24,000	None	
$ 550	$ 330	$ 160	$1,400	50	M. 49 W. 52	M. 446 W. 252	42	$ 8,000	Available	$ 14,247
$ 470	$ 400	$ 170	Day-$ 550 R. $1,350	48	M. 85	M. 859	111	$ 30,000	None	
$1,000	$ 450	Av. $200	$1,950	142	M. 282	M. 1,615 W. 1	290	$ 173,000	350+	$172,000 (½ Grant-½ loan)
$ 510	$775		$1,650	125	M. 368	M. 3,520	200	$ 100,000	None	
$ 600	$ 375	Av. $155	$1,550	46	M. 61 W. 35	M. 488 W. 297	95	$ 42,788	Available	$ 28,000
$ 900 Engin. $1,000	Est. $530	Est. $270	$1,900 Engin. $2,000	312	M. 499	M. 3,198 W. 65	550	$ 296,000	Available	$118,135
$ 350	$ 340	$ 150	$1,150	38	M. 50	M. 329 W. 5	90	$ 20,000	500	$ 3,000
$ 500	$ 400	$ 200	Day-$ 575 R. $1,450	58	M. 64 W. 11	M. 679 W. 241	35	$ 4,650	25	$ 5,750
$ 450	$ 450	Av. $170	$1,375	83	W. 110	W. 1,018	22	$ 50,000	None	
$ 400	$ 500	Av. $150	$1,450	38	W. 40	W. 393	40	$ 10,000	None	
$ 600	$ 400	$ 150	$1,700	48	M. 41 W. 10	M. 530 W. 211	206	$ 65,000	Available	$ 5,000
$ 450	$ 380	$ 120	$1,300	47	W. 86	W. 882	120	$ 2,600	None	
$ 700	$ 250 (5 Day week)	$ 200	$1,600	59	M. 91	M. 887	220+	$ 87,500	Available	$ 8,500
$ 800	$690		$1,800	44	M. 121	M. 988 W. 14	15	$ 8,000	Available	$ 6,500
$ 650	$ 450	$ 275	$1,675	37	M. 79 W. 1	M. 154 W. 2	12	$ 7,800	None	
R. $280 NR. $580	$ 460	$ 210	R. $1,200 NR. $1,500	1,530	M. 1,332 W. 585	M. 11,212 W. 3,510	1,797	$ 314,000	440	$ 48,058
$ 550	$ 450	$ 360	$1,600	39	M. 53 W. 1	M. 349 W. 5	46	$ 28,000	Available	$ 2,000
$ 600	$ 600	$ 300	$1,800	55	W. 60	W. 431	41	$ 22,242	None	
$ 448	$ 390	$ 200	$1,300	45	M. 57 W. 1	M. 708 W. 122	19	$ 24,376	None	
$ 550	$550		Day-$ 750 R. $1,400	82	M. 216 W. 3	M. 2,221 W. 582	39	$ 24,000	Available	$ 15,000
$ 550	$ 380	$ 110	Day-$ 750 R. $1,400	69	M. 63	M. 881	158	$ 49,718	Available	$ 500

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
Seton Hill College *Greensburg*	Lib.	Private	Women	1883	R.C.	Sem.	CEEB	40,000		209
State Teachers College *Bloomsburg*	TC	State	Coed	1839	Non-Sect.	Sem.	Yes	35,000		56
State Teachers College *California*	TC	State	Coed	1852	Non-Sect.	Sem.	Yes	27,000		40
State Teachers College *Cheyney*	TC	State	Coed	1837	Non-Sect.	Sem.	Yes	26,000		112
State Teachers College *Clarion*	TC	State	Coed	1866	Non-Sect.	Sem.	Yes	33,000		25
State Teachers College *East Stroudsburg*	TC	State	Coed	1893	Non-Sect.	Sem.	Yes	45,125		43
State Teachers College *Edinboro*	TC	State	Coed	1857	Non-Sect.	Sem.	Yes	35,361		35
State Teachers College *Indiana*	TC	State	Coed	1871	Non-Sect.	Sem.	Yes	45,000	A	46
State Teachers College *Kutztown*	TC	State	Coed	1860	Non-Sect.	Sem.	Yes	40,000		151
State Teachers College *Lock Haven*	TC	State	Coed	1870	Non-Sect.	Sem.	Yes	45,000		126
State Teachers College *Mansfield*	TC	State	Coed	1854	Non-Sect.	Sem.	Yes	35,000		75
State Teachers College *Millersville*	TC	State	Coed	1854	Non-Sect.	Sem.	Yes	35,000		60
State Teachers College *Shippensburg*	TC	State	Coed	1871	Non-Sect.	Sem.	Yes	40,000		80
State Teachers College *Slippery Rock*	TC	State	Coed	1889	Non-Sect.	Sem.	Yes	25,583		115
State Teachers College *West Chester*	TC	State	Coed	1812	Non-Sect.	Sem.	Yes	65,085		58
Susquehanna University *Selinsgrove*	Lib.	Private	Coed	1858	United Lutheran	Sem.	No-except Lower ½ H.S. Class	34,000		63
Swarthmore College *Swarthmore*	Lib.	Private	Coed	1864	Society of Friends (Non-Sect.)	Sem.	CEEB	180,000		300
Temple University *Philadelphia*	Univ.	Private	Coed	1884	Non-Sect.	Sem.	Yes	412,534	A	83
Thiel College *Greenville*	Lib.	Private	Coed	1866	United Lutheran	Sem.	Recm. CEEB	30,000		35
University of Pennsylvania *Philadelphia*	Lib.	Private	Men-Arts & Sciences Women-Lib. Coed-Other Schools	1740	Non-Sect.	Sem.	CEEB	1,500,000	A-AF-N	123
University of Pittsburgh *Pittsburgh*	Univ.	Private	Coed	1787	Non-Sect.	Sem.	Yes	722,229	A-AF	68
University of Scranton *Scranton*	Lib., TT	Private	Men Coed-Evening & Summer	1888	R.C.	Sem.	Yes	44,000	A	17
Ursinus College *Collegeville*	Lib.	Private	Coed	1869	Evang. & Reformed	Sem.	CEEB	47,000		95
Villa Maria College *Erie*	Lib.	Private	Women	1925	R.C.	Sem.	No	18,000		45

Tuition (Including Fees) R. -Resident of State NR.-Non-Resident of State	Board	Room	Estimated Total Annual Costs	Total Faculty	Bachelors' and First Professional Degrees Conferred 1955	Fall Enrollment 1956	Student Scholarships	Total Value Student Scholarships	Number of Student Loans	Total Value Student Loans
$ 500	$ 450	Av. $150	Av. $1,500	63	W. 91	M. 7 W. 564	201	$ 46,296	None	
R. $ 90 NR. $240	$504		R. $1,000 NR. $1,150	55	M. 78 W. 77	M. 614 W. 465	70	$ 3,595	Available	$ 13,900
R. $ 90 NR. $240	$ 324	$ 108	R. $1,000 NR. $1,150	60	M. 76 W. 56	M. 800 W. 426	None		Available	$ 14,000
R. $ 90 NR. $288	$ 334	$ 180	R. $1,000 NR. $1,150	30	M. 24 W. 55	M. 230 W. 384	117	$ 13,642	Available	$ 2,000
R. $ 90 NR. $240	$ 324	$ 180	R. $1,000 NR. $1,150	45	M. 50 W. 36	M. 411 W. 317	None		Available	$ 3,500
R. $ 90 NR. $240	$ 334	$ 180	R. $1,000 NR. $1,150	64	M. 75 W. 61	M. 589 W. 450	None		Available	$ 4,200
R. $ 90 NR. $240	$ 324	$ 180	R. $1,000 NR. $1,150	35	M. 27 W. 55	M. 370 W. 541	None		Available	$ 500
R. $ 90 NR. $240	$ 324	$ 180	R. $1,000 NR. $1,150	115	M. 93 W. 209	M. 1,013 W. 1,298	165	$ 26,500	63	$ 10,600
R. $ 90 NR. $240	$ 324	$ 180	R. $1,000 NR. $1,150	58	M. 48 W. 139	M. 397 W. 642	3	$ 1,200	Available	$ 18,000
R. $ 90 NR. $240	$494		R. $1,000 NR. $1,150	41	M. 41 W. 44	M. 461 W. 331	None		Available	$ 12,000
R. $ 90 NR. $240	$ 324	$ 180	R. $1,000 NR. $1,150	72	M. 45 W. 58	M. 353 W. 342	11	$ 850	Available	$ 38,000
R. $ 90 NR. $240	$ 324	$ 180	R. $1,000 NR. $1,150	72	M. 59 W. 90	M. 698 W. 624	12	$ 1,800	Available	$ 15,000
R. $ 90 NR. $240	$ 324	$ 180	R. $1,000 NR. $1,150	53	M. 68 W. 76	M. 678 W. 421	40	$ 13,680	Available	$ 8,800
R. $ 90 NR. $240	$ 324	$ 180	R. $1,000 NR. $1,150	83	M. 61 W. 86	M. 433 W. 474	5	$ 500	None	
R. $ 90 NR. $240	$ 324	$ 180	R. $1,000 NR. $1,150	120	M. 119 W. 232	M. 856 W. 1,217	62	$ 5,763	71	$ 5,765
$ 544	$ 350	$ 120	$1,350	38	M. 35 W. 23	M. 273 W. 225	42	$ 8,400	None	
$1,000	$ 450	$ 250	$2,150	120	M. 119 W. 91	M. 486 W. 432	250	$ 145,000	25	$ 10,000
$ 550	Av. $575	$ 250	$1,800	909	M. 764 W. 318	M. 10,705 W. 4,886	1,496	$ 508,467	Available	$ 17,920
$ 530	$ 400	$ 160	$1,325	44	M. 34 W. 11	M. 407 W. 250	290+	$ 35,000	Available Annually	$ 6,000
$1,000	$ 550	$ 300	$2,200	2,900	M. 1,386 W. 399	M. 12,498 W. 3,981	1,310	$ 900,000	450	$133,000
Av. $560	$ 624	M. $234 W. None	$1,600	2,006	M. 1,178 W. 368	M. 12,435 W. 5,138	3,133	$ 687,679	Available	$ 45,900
$ 500	$ 288	$ 240	Day-$ 650 R. $1,500	77	M. 197 W. 1	M. 1,851 W. 79	241	$ 87,000	24	$ 10,200
$ 600	$ 400	Av. $145	$1,500	55	M. 51 W. 52	M. 456 W. 230	258	$ 60,000	Available	$ 9,000
$ 400	$ 500	Av. $125	$1,250	38	W. 48	W. 334	67	$ 10,666	None	

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
Villanova University *Villanova*	Univ.	Private	Men Coed-Part-time and Evening W-Nursing	1842	R.C.	Sem.	CEEB	143,568	N	166
Washington and Jefferson College *Washington*	Lib.	Private	Men	1787	Non-Sect.	Sem.	CEEB	88,000	A	18
Waynesburg College *Waynesburg*	Lib.	Private	Coed	1850	Presb.	Sem.	No-except Lower ⅖ H.S. Class	45,000		50
Westminster College *New Wilmington*	Lib.	Private	Coed	1852	United Presb.	Sem.	No	50,000		125
Westminster Theological Seminary *Philadelphia*	Theol.	Private	Men	1929	Presb.	Sem.	No	24,607		22
Wilkes College *Wilkes-Barre*	Lib.	Private	Coed	1933	Non-Sect.	Sem.	Recm. CEEB	40,000		10
Wilson College *Chambersburg*	Lib.	Private	Women	1869	Presb.	Sem.	CEEB	65,000		70
PUERTO RICO—Middle States Association of Colleges and Secondary Schools										
Catholic University of Puerto Rico *Ponce*	Univ.	Private	Coed	1948	R.C.	Sem.	Yes	25,000		92
College of the Sacred Heart *Santurce*	Lib., TC	Private	Women	1935	R.C.	Sem.	Yes Req. CEEB	24,000		30
Inter-American University of Puerto Rico *San Germán*	Lib., TT	Private	Coed	1912	Presb.	Sem.	Yes	27,000		Campus-50 Total-400
University of Puerto Rico *Rio Piedras*	Univ.	Territorial	Coed	1900	Non-Sect.	Sem.	Yes	203,000	A-AF	232
RHODE ISLAND—New England Association of Colleges and Secondary Schools										
Brown University *Providence*	Univ.	Private	Men Coed-Graduate	1764	Non-Sect.	Sem.	CEEB	850,000	AF-N	Campus-35 Total-150
Pembroke College in Brown University *Providence*	Lib.	Private	Women Coed-Graduate	1891	Non-Sect.	Sem.	CEEB	825,000		Campus-35 Total-150
Providence College *Providence*	Lib.	Private	Men	1917	R.C.	Sem.	CEEB	42,000	A	71
Rhode Island School of Design *Providence*	Pro.	Private	Coed	1877	Non-Sect.	Sem.	Yes	22,000		3 city blocks
Salve Regina College *Newport*	Lib.	Private	Women	1934	R.C.	Sem.	Req. CEEB	15,000		3 Buildings
University of Rhode Island *Kingston*	Univ., L-G	State	Coed	1892	Non-Sect.	Sem.	CEEB	135,000	A	1,000
OUTH CAROLINA—Southern Association of Colleges and Secondary Schools										
Allen University *Columbia*	Lib.	Private	Coed	1870	Af. Meth. Episcopal	Qtr.	No	17,261		15
Benedict College *Columbia*	Lib.	Private	Coed	1870	Baptist	Qtr.	No	24,731		20
The Citadel—The Military College of South Carolina *Charleston*	Lib., Mil.	State	Men	1842	Non-Sect.	Sem.	No-except Lower ⅓ H.S. Class	64,000	A-AF	78

Tuition (Including Fees) R. -Resident of State NR.-Non-Resident of State	Board	Room	Estimated Total Annual Costs	Total Faculty	Bachelors' and First Professional Degrees Conferred 1955	Fall Enrollment 1956	Student Scholarships	Total Value Student Scholarships	Number of Student Loans	Total Value Student Loans
$ 600	$800		$1,800	280	M. 384 W. 176	M. 3,472 W. 1,037	193 (Competitive exams)	$ 134,000	None	
$ 600	$ 375	$ 225	$1,550	57	M. 107	M. 678 W. 58	100	$ 32,000	20	$ 6,000
$ 340	$ 360	$ 144	$1,150	35	M. 47 W. 32	M. 635 W. 180	194	$ 43,649	27	$ 4,895
$ 615	$ 380	$ 160	$1,500	81	M. 63 W. 63	M. 556 W. 527	30	$ 6,000	30	$ 6,000
$ 25	$ 360	$ 115	$ 800	10	M. 20	M. 71 W. 1	31	$ 7,568	None	
$ 550	$650		$1,500	64	M. 88 W. 35	M. 1,061 W. 450	209	$ 46,914	Available	$ 10,000
$1,700			$1,930	48	W. 69	W. 400	129	$ 65,150	Available	$ 6,143
$ 350	None Est. $500	Est. $150	Day-$ 500 R. $1,200	128	M. 24 W. 66	M. 1,444 W. 1,187	100+	$ 24,461	None	
$ 570	$ 530	$ 100	$1,600	22	W. 27	W. 163	3	$ 3,000	None	
$ 238	$ 290	$ 70	$ 900	50	M. 19 W. 37	M. 457 W. 253	75	$ 20,000	18	$ 2,500
$ 114	$ 450	$ 200	$1,000	769	M. 720 W. 667	M. 8,642 W. 6,534	1,440	$ 256,000	1,150	$ 8,856
$ 850	$ 450	$ 310	$2,100	492	M. 388	M. 2,692	550	$ 400,000	150	$ 50,000
$ 950	$820		$2,100	241	W. 156	W. 975	200	$ 105,000	26	$ 6,000
$ 400	$650		$1,600	104	M. 244	M. 1,981 W. 273	283	$ 139,800	None	
$ 650	$ 450	$ 200	$1,800	85	M. 62 W. 57	M. 470 W. 344	195	$ 58,975	Available	$ 7,711
$ 400	$600		$1,400	29	W. 36	M. 5 W. 280	Available		No information	
Fees-R. $200 NR. $500	$ 380	$ 185	R. $1,100 NR. $1,400	260	M. 234 W. 82	M. 3,283 W. 1,040	150	$ 38,000	Available	$ 6,600
$ 156	$ 252	$ 72	$ 725	41	M. 17 W. 101	M. 329 W. 644	150	$ 30,000	None	
$ 227	$324		$ 850	50	M. 31 W. 143	M. 285 W. 504	171	$ 15,793	None	
R. $ 80 NR. $250	$ 432	$ 72	R. $1,000 NR. $1,250	120	M. 291	M. 2,171	16	$ 7,087	Available	$ 500

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
Claflin College *Orangeburg*	Lib., TC	Private	Coed	1869	Methodist	Sem.	No	18,031		21
Clemson Agricultural College *Clemson*	Tech., L-G	State	Coed	1889	Non-Sect.	Sem.	Yes	150,000	A-AF	Campus-29,131 Total-34,620
Coker College *Hartsville*	Lib.	Private	Women Coed-Day	1894	Non-Sect.	Sem.	No	30,000		39
College of Charleston *Charleston*	Lib.	Private	Coed	1770	Non-Sect.	Sem.	No	36,000		Campus-2 city blocks other-40
Columbia College *Columbia*	Lib.	Private	Women	1854	Methodist	Sem.	No	20,000		7
Converse College *Spartanburg*	Lib.	Private	Women Coed-Music	1889	Non-Sect.	Sem.	Yes	48,000		45
Erskine College *Due West*	Lib., Theol.	Private	Coed	1839	Reformed Presb.	Sem.	Yes	29,000		20
Furman University *Greenville*	Lib.	Private	Coed	1825	Baptist	Sem.	CEEB	92,388	A	1,150
Lander College *Greenwood*	Lib.	Private	Coed	1872	Non-Sect.	Sem.	Yes	25,000		65
Limestone College *Gaffney*	Lib.	Private	Women	1845	Non-Sect.	Sem.	No	27,000		50
Newberry College *Newberry*	Lib.	Private	Coed	1856	United Lutheran	Sem.	No	30,000		50
Presbyterian College *Clinton*	Lib.	Private	Coed	1880	Presb.	Sem.	Yes	43,000	A	55
South Carolina State College *Orangeburg*	Lib.	State	Coed	1895	Non-Sect.	Sem.	Yes	45,541	A	450
University of South Carolina *Columbia*	Univ.	State	Coed	1801	Non-Sect.	Sem.	Yes	400,000	AF-N	106
Winthrop College *Rock Hill*	Lib.	State	Women	1886	Non-Sect.	Sem.	Yes	102,100		80
Wofford College *Spartanburg*	Lib.	Private	Men Coed-Evening and Summer	1851	Methodist	Sem.	Yes	56,500	A	65

SOUTH DAKOTA—North Central Association of Colleges and Secondary Schools

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
Augustana College *Sioux Falls*	Lib.	Private	Coed	1860	Evang. Lutheran	Sem.	No-except Lower ½ H.S. Class	36,640		57
Black Hills Teachers College *Spearfish*	TC	State	Coed	1883	Non-Sect.	Qtr.	No	30,000		70
Dakota Wesleyan University *Mitchell*	Lib.	Private	Coed	1883	Methodist	Qtr.	No	15,000		20
Huron College *Huron*	Lib.	Private	Coed	1883	Presb.	Sem.	No	26,000		6 city blocks
Northern State Teachers College *Aberdeen*	TC	State	Coed	1901	Non-Sect.	Qtr.	Yes	40,000		25
South Dakota School of Mines and Technology *Rapid City*	Tech.	State	Coed	1885	Non-Sect.	Qtr.	No	22,000	A	100
South Dakota State College of Agriculture and Mechanic Arts *Brookings*	Tech.	State	Coed	1883	Non-Sect.	Qtr.	No	108,154	A-AF	1,400

Tuition (Including Fees) R. -Resident of State NR.-Non-Resident of State	Board	Room	Estimated Total Annual Costs	Total Faculty	Bachelors' and First Professional Degrees Conferred 1955	Fall Enrollment 1956	Student Scholarships	Total Value Student Scholarships	Number of Student Loans	Total Value Student Loans
$ 200	$ 252	$ 72	$ 825	32	M. 23 W. 88	M. 163 W. 226	35	$ 14,000	None	
R. $259 NR. $459	$564		R. $1,100 NR. $1,300	211	M. 464	M. 3,204 W. 67	40	$ 18,625	10	$ 39,173
$ 300	$475		$1,000	27	M. 2 W. 34	M. 36 W. 261	186	$ 27,462	Available	$ 5,000
R. $295 NR. $495	None (Est. $400)	$ 180	R. $1,050 NR. $1,250	19	M. 16 W. 16	M. 240 W. 161	26	Av. $1,950	Available	$ 10,000
$ 250	$ 500	$ 110	$1,150	38	M. 2 W. 54	M. 17 W. 508	65	$ 18,000	25	$ 5,000
$ 500	$750		$1,550	44	W. 45	M. 14 W. 336	109	$ 24,000	Available	$ 20,000
$ 350	$ 335	$ 100	$1,100	35	M. 33 W. 34	M. 243 W. 167	50	$ 20,000	None	
$ 390	$ 350	$ 110	$1,275	83	M. 163 W. 88	M. 812 W. 567	575	$ 136,150	Available	$ 30,000
$ 300	$340		$1,000	27	M. 7 W. 30	M. 62 W. 245	66	$ 14,000	Available	$ 6,000
$ 365	$ 325	$ 195	$1,150	27	M. 8 W. 54	M. 54 W. 247	78	$ 10,570	None	
$ 350	$ 340	$ 100	$1,100	30	M. 51 W. 17	M. 413 W. 163	125	$ 11,000	5	$ 3,000
$ 400	$ 360	$ 100	$1,100	33	M. 87 W. 5	M. 502 W. 39	135	$ 23,209	None	
R. $ 80 NR. $250	$ 272	$ 85	R. $ 850 NR. $1,050	196	M. 88 W. 153	M. 660 W. 823	163	$ 24,000	100	$ 5,194
R. $ 80 NR. $250	$ 425	$ 110	R. $1,000 NR. $1,200	220	M. 415 W. 146	M. 4,113 W. 1,873	135	$ 21,080	None	
R. $ 80 NR. $250	$360		R. $ 900 NR. $1,100	112	W. 229	M. 1 W. 1,030	213	$ 45,000	Available	$ 6,325
$ 250	$ 330	$ 110	$1,100	44	M. 125	M. 750 W. 40	135	$ 20,512	32	$ 3,499
$ 380	$ 380	$ 150	$1,225	76	M. 58 W. 36	M. 654 W. 594	150	$ 23,350	Available	$ 10,293
$ 132	$ 306	$ 72	$ 850	40	M. 37 W. 35	M. 386 W. 427	10	$ 1,000	Available	$ 17,000
$ 300	$ 350	$ 150	$1,100	24	M. 20 W. 12	M. 227 W. 197	120	$ 13,500	75	$ 13,000
$ 660	$ 240	$ 135	$1,350	28	M. 18 W. 14	M. 244 W. 236	60	$ 7,926	Available	$ 7,497
R. $ 84 NR. $126	$ 288	$ 96	R. $800 NR. $850	70	M. 49 W. 52	M. 739 W. 669	100	$ 8,000	Available	$ 5,336
R. $ 90 NR. $135	$ 360	$ 135	R. $1,100 NR. $1,200	58	M. 56	M. 1,034 W. 33	110	$ 16,000	79	$ 6,000
R. $ 84 NR. $126	$ 350	$ 150	R. $800 NR. $900	477	M. 178 W. 55	M. 2,545 W. 674	300	$ 25,713	442	$ 40,834

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
University of South Dakota *Vermillion*	Univ.	State	Coed	1882	Non-Sect.	Sem.	No	150,000	A	94.5
Yankton College *Yankton*	Lib.	Private	Coed	1881	Cong.	Sem.	No	50,000		25

TENNESSEE—Southern Association of Colleges and Secondary Schools

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
Austin Peay State College *Clarksville*	TC	State	Coed	1927	Non-Sect.	Qtr.	No	35,000		40
Bethel College *McKenzie*	Lib.	Private	Coed	1842	Presb.	Qtr.	Yes	25,000		35
Carson-Newman College *Jefferson City*	Lib.	Private	Coed	1851	Baptist	Sem.	No	53,000		70
David Lipscomb College *Nashville*	Lib.	Private	Coed	1891	Church of Christ	Qtr.	No	35,000		57
East Tennessee State College *Johnson City*	Lib., TC	State	Coed	1909	Non-Sect.	Qtr.	Yes	75,000	A	177
Fisk University *Nashville*	Lib.	Private	Coed	1865	Non-Sect.	Sem.	No	124,420		40
George Peabody College for Teachers *Nashville*	TC., Grad.	Private	Coed	1875	Non-Sect.	Qtr.	No	666,518		60
King College *Bristol*	Lib.	Private	Coed	1866	Presb.	Sem.	Yes Recm. CEEB	18,000		60
Knoxville College *Knoxville*	Lib.	Private	Coed	1863	Presb.	Sem.	No	15,000		25
Lambuth College *Jackson*	Lib.	Private	Coed	1843	Methodist	Sem.	Yes	18,000		22
Lane College *Jackson*	Lib.	Private	Coed	1882	Chr. Methodist Episcopal	Qtr.	Yes	11,000		7
Le Moyne College *Memphis*	Lib.	Private	Coed	1871	Cong.	Sem.	Yes	24,000		15
Lincoln Memorial University *Harrogate*	Lib.	Private	Coed	1897	Non-Sect.	Qtr.	No	38,000		960
Maryville College *Maryville*	Lib.	Private	Coed	1819	Presb.	Sem.	No	59,000		385
Memphis State College *Memphis*	Lib., TC	State	Coed	1909	Non-Sect.	Sem.	Yes	72,400	AF	80
Middle Tennessee State College *Murfreesboro*	TC	State	Coed	1909	Non-Sect.	Qtr.	No	55,000	A	375
Scarritt College for Christian Workers *Nashville*	Lib., Grad.	Private	Coed	1924	Methodist	Qtr.	Yes	666,518		12
Siena College *Memphis*	Lib.	Private	Women-Day Coed-Evening	1923	R.C.	Sem.	No	17,000		4 Buildings
Southern Missionary College *Collegedale*	Lib.	Private	Coed	1893	7th. Day Adventist	Sem.	No	26,000		1,000
Southwestern at Memphis *Memphis*	Lib.	Private	Coed	1848	Presb.	Sem.	Req. CEEB	76,000		100
Tennessee Agricultural and Industrial State University *Nashville*	Univ., TT, L-G	State	Coed	1909	Non-Sect.	Qtr.	No	55,000	AF	470

Tuition (Including Fees) R. -Resident of State NR.-Non-Resident of State	Board	Room	Estimated Total Annual Costs	Total Faculty	Bachelors' and First Professional Degrees Conferred 1955	Fall Enrollment 1956	Student Scholarships	Total Value Student Scholarships	Number of Student Loans	Total Value Student Loans
R. $ 84 NR. $126	$ 340	Av. $138	R. $1,000 NR. $1,100	135	M. 164 W. 68	M. 1,636 W. 752	100	$ 8,000	Available	$ 6,175
$ 470	$ 370	$ 140	$1,400	34	M. 23 W. 9	M. 137 W. 92	No Info.	$ 13,808	Available	$ 18,022
Fees-R. $120 NR. $225	$ 300	$ 90	R. $850 NR. $950	69	M. 52 W. 52	M. 871 W. 433	100	$ 30,000	15	$ 3,000
$ 270	$ 278	$ 63	$ 750	26	M. 16 W. 10	M. 335 W. 206	200	$ 40,000	Available	$ 3,000
$ 335	$ 300	$ 100	$1,000	70	M. 57 W. 59	M. 786 W. 646	256	$ 39,300	25	$ 5,500
$ 400	$ 330	$ 113	$1,150	52	M. 101 W. 102	M. 532 W. 461	75	$ 12,000	Available	$ 6,825
Fees-R. $120 NR. $225	$ 315	$ 108	R. $825 NR. $900	161	M. 82 W. 38	M. 2,052 W. 1,195	20	$ 2,400	Available	$ 11,000
$ 375	$ 283	$ 105	$1,000	66	M. 24 W. 61	M. 294 W. 449	167	$ 64,915	Available	$ 28,174
$ 532	$ 480	$ 135	$1,450	80	M. 66 W. 192	M. 637 W. 908	250	$ 10,000	45	$ 8,795
$ 412	$ 360	$ 125	$1,200	20	M. 14 W. 12	M. 153 W. 99	40	$ 12,000	35	$ 5,000
$ 250	$ 225	$ 137	$1,000	39	M. 11 W. 27	M. 205 W. 206	135	$ 27,000	25	$ 3,500
$ 288	$450		$ 950	28	M. 19 W. 11	M. 210 W. 160	No Info.	$ 22,448	Available	$ 5,125
$ 200	$276		$ 800	25	M. 54 W. 112	M. 174 W. 201	92	$ 16,379	None	
$ 300	None		$ 400+ Living expenses	26	M. 17 W. 55	M. 134 W. 270	60	$ 14,000	10	$ 2,000
$ 300	$ 285	$ 96	$ 900	32	M. 44 W. 29	M. 364 W. 162	150	$ 22,566	Available	$ 24,176
$ 280	$ 320	$ 120	$1,075	65	M. 52 W. 49	M. 352 W. 380	None		239	$ 75,000
Fees-R. $120 NR. $225	Cafeteria (No estimate)	$ 90	R. $ 850 NR. $1,000	165	M. 232 W. 141	M. 2,510 W. 1,415	100	No Info.	None	
Fees-R. $120 NR. $225	$ 360	$ 90	R. $800 NR. $900	115	M. 111 W. 137	M. 1,361 W. 919	80	$ 35,000	Available	
$ 390 (Admission after 2 years college work)	$ 357	$ 150	$1,200	19	M. 7 W. 23	M. 46 W. 110	44+	$ 33,521	Available	$ 29,324
$ 310	$ 600	$ 100	$1,450	25	M. 2 W. 29	M. 20 W. 185	Available		Available	
$ 500	$ 360	$ 180	$1,350	45	M. 43 W. 11	M. 271 W. 214	None—only work scholarshipa		Available	$ 2,500
$ 600	$ 375	Av. $175	$1,500	53	M. 37 W. 49	M. 307 W. 279	120	$ 50,000	Available	$ 5,169
Fees-R. $120 NR. $225	$ 227	$ 113	R. $800 NR. $900	188	M. 113 W. 231	M. 1,541 W. 1,470	No Info.	$ 3,000	None	

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
Tennessee Polytechnic Institute *Cookeville*	Tech.	State	Coed	1915	Non-Sect.	Qtr.	Yes	58,119	A	30
Tusculum College *Greeneville*	Lib.	Private	Coed	1794	Presb.	Sem.	No	25,800		122
Union University *Jackson*	Lib.	Private	Coed	1825	Baptist	Sem.	Yes	30,000		Campus-10 Total-24
University of Chattanooga *Chattanooga*	Univ.	Private	Coed	1886	Methodist	Sem.	No-except Lower ½ H.S. Class	160,000	A	25
University of the South *Sewanee*	Univ.	Private	Men Coed-Summer	1858	Episcopal	Sem.	CEEB	82,629	AF	9,350
University of Tennessee *Knoxville*	Univ., L-G	State	Coed	1794	Non-Sect.	Qtr.	No	322,487	A-AF	357
Vanderbilt University *Nashville*	Univ.	Private	Coed	1872	Non-Sect.	Qtr.	Recm. CEEB	666,518	A-N	106
TEXAS—Southern Association of Colleges and Secondary Schools										
Abilene Christian College *Abilene*	Lib.	Private	Coed	1906	Church of Christ	Sem.	No	46,095		85
Agricultural and Mechanical College of Texas *College Station*	Univ., L-G	State	Men Coed-Summer	1871	Non-Sect.	Sem.	No	238,459	A-AF	8,802
Austin College *Sherman*	Lib.	Private	Coed	1849	Presb.	Sem.	Yes	36,000		35
Baylor University *Waco*	Univ.	Private	Coed	1845	Baptist	Qtr.	Yes	208,000	AF	150
Bishop College *Marshall*	Lib.	Private	Coed	1880	Baptist	Sem.	No	24,000		32
East Texas State Teachers College *Commerce*	TC	State	Coed	1889	Non-Sect.	Sem.	No	125,000	AF	978
Hardin-Simmons University *Abilene*	Univ.	Private	Coed	1891	Baptist	Sem.	Yes	61,000	A	80
Howard Payne College *Brownwood*	Lib.	Private	Coed	1889	Baptist	Sem.	No-except Lowest ¼ H.S. Class	50,000		15 city blocks
Huston-Tillotson College *Austin*	Lib.	Private	Coed	1877	Cong. & Methodist	Sem.	Yes	40,000		40
Incarnate Word College *San Antonio*	Lib.	Private	Women Coed-Graduate	1881	R.C.	Sem.	Yes	49,950		230
Jarvis Christian College *Hawkins*	Lib.	Private	Coed	1912	Disciples of Christ	Sem.	No	15,000		40
Lamar State College of Technology *Beaumont*	Tech.	State	Coed	1923	Non-Sect.	Sem.	No	30,000		75
Mary Hardin-Baylor College *Belton*	Lib.	Private	Women	1845	Baptist	Sem.	Recm. CEEB	36,000		75
McMurry College *Abilene*	Lib.	Private	Coed	1920	Methodist	Sem.	No	35,000		51
Midwestern University *Wichita Falls*	Univ.	Municipal	Coed	1922	Non-Sect.	Sem.	Yes	60,000	A	470
North Texas State College *Denton*	Lib., TC	State	Coed	1890	Non-Sect.	Sem.	No	271,840	AF	305
Our Lady of the Lake College *San Antonio*	Lib.	Private	Women Coed-Graduate	1896	R.C.	Sem.	Yes	56,287		100

Tuition (Including Fees) R. -Resident of State NR.-Non-Resident of State	Board	Room	Estimated Total Annual Costs	Total Faculty	Bachelors' and First Professional Degrees Conferred 1955	Fall Enrollment 1956	Student Scholarships	Total Value Student Scholarships	Number of Student Loans	Total Value Student Loans
Fees-R. $120 NR. $225	$ 350	$ 90	R. $850 NR. $950	145	M. 226 W. 119	M. 1,968 W. 549	20	$ 2,500	Available	$ 10,000
$ 350	$ 330	$ 110	$1,100	22	M. 23 W. 14	M. 227 W. 136	127+	$ 16,000	Available	$ 5,000
$ 300	$ 250	$ 75	$ 900	31	M. 32 W. 25	M. 385 W. 261	20	$ 12,000	100	$ 10,000
$ 450	$450		$1,200	70	M. 114 W. 58	M. 1,105 W. 507	120	$ 38,000	Available	$ 8,566
$ 600	$ 400	$ 160	$1,650	47	M. 85	M. 498	150	$ 80,000	15	$ 3,000
Fees-R. $159 NR. $384	Av. $500		R. $1,000 NR. $1,200	675	M. 923 W. 343	M. 10,248 W. 3,364	600	$ 143,000	Available	$ 68,280
$ 625	$ 375	$ 250	$1,600	742	M. 414 W. 144	M. 2,608 W. 829	290	$ 150,000	125	$ 15,000
$ 480	$ 390	Av. $165	$1,200	118	M. 147 W. 95	M. 1,358 W. 843	61	$ 8,810	Available	$ 52,864
R. $ 50 NR. $300	$ 315	$ 107	R. $ 879 NR. $1,200	551	M. 1,085	M. 7,352	397	$ 142,925	6,186	$100,063
$ 375	$ 365	$ 110	$1,100	42	M. 29 W. 21	M. 396 W. 220	110	$ 40,000	10	$ 4,000
$ 450	$ 330	$ 150	$1,400	250	M. 692 W. 326	M. 3,960 W. 2,263	1,725	$ 378,580	668	$ 39,788
$ 200	$ 250	$ 108	$ 900	44	M. 30 W. 51	M. 241 W. 165	48	$ 9,882	Available	$ 2,000
R. $ 50 NR. $150	$440		R. $850 NR. $950	114	M. 212 W. 172	M. 1,393 W. 801	110	$ 6,709	Available	$ 24,633
$ 360	$ 350	Av. $170	$1,000	95	M. 106 W. 117	M. 979 W. 566	568	$ 160,000	385	$ 31,283
$ 320	$495		$1,000	60	M. 77 W. 62	M. 585 W. 420	475	$ 95,150	42	$ 6,200
$ 200	$ 230	$ 59	$ 900	38	M. 52 W. 93	M. 190 W. 198	109	$ 10,900	Available	$ 1,000
$ 250	$ 550	Av. $170	$1,100	69	W. 135	M. 7 W. 713	51	$ 20,800	None	
$ 125	$ 225	$ 90	$ 950	36	M. 11 W. 16	M. 91 W. 109	150	Av. $27,000	None	
Fees-R. $ 50 NR. $180	$ 340	$ 198	R. $ 950 NR. $1,100	150	M. 161 W. 61	M. 2,818 W. 1,042	200	$ 35,000	100	$ 5,500
$ 235	Av. $360		$ 975	40	W. 47	M. 202 W. 401	100	$ 15,000	100	$ 20,000
$ 330	$ 360	$ 120	$1,000	42	M. 56 W. 38	M. 478 W. 299	200	$ 60,000	27	$ 5,000
R. $135 NR. $150	$ 450	$ 135	R. $875 NR. $900	85	M. 74 W. 35	M. 1,017 W. 508	125+	$ 50,000	Available	$ 35,000
R. $ 65 NR. $300	$ 320	$ 120	R. $ 800 NR. $1,050	245	M. 515 W. 463	M. 4,017 W. 2,722	242	Av. $58,150	Available	$ 48,627
$ 250	$ 400	$ 150	$1,100	55	M. 11 W. 63	M. 56 W. 452	62	$ 7,650	Available	$ 2,000

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
Prairie View Agricultural and Mechanical College *Prairie View*	Lib., TT, L-G	State	Coed	1876	Non-Sect.	Sem.	Yes	50,000	A	1,400
Rice Institute *Houston*	Univ.	Private	Coed	1891	Non-Sect.	Sem.	CEEB	275,000	A-N	300
St. Mary's University of San Antonio San Antonio	Univ.	Private	Men Coed-Law and Evening	1852	R.C.	Sem.	No	66,000	A	130
Sam Houston State Teachers College *Huntsville*	TC	State	Coed	1879	Non-Sect.	Sem.	No	126,000	A	1,091
Southern Methodist University *Dallas*	Univ.	Private	Coed	1911	Methodist	Sem.	Recm. CEEB	388,772	AF	153
Southwest Texas State Teachers College *San Marcos*	TC	State	Coed	1899	Non-Sect.	Sem.	No	82,055		631
Southwestern University *Georgetown*	Lib., Fine Arts	Private	Coed	1840	Methodist	Sem.	No	52,220		60
Stephen F. Austin State College *Nacogdoches*	Lib., TC	State	Coed	1917	Non-Sect.	Sem.	No	60,000		417
Sul Ross State College *Alpine*	Lib., TC	State	Coed	1917	Non-Sect.	Sem.	Yes	41,540		540
Texas Christian University *Fort Worth*	Univ.	Private	Coed	1873	Disciples of Christ	Sem.	No	250,000	A-AF	143
Texas College *Tyler*	Lib.	Private	Coed	1894	Col. Meth. Episcopal	Sem.	No	23,983		66
Texas College of Arts and Industries *Kingsville*	Lib., Tech.	State	Coed	1917	Non-Sect.	Sem.	No	65,000	A	1,100
Texas Lutheran College *Seguin*	Lib.	Private	Coed	1891	Lutheran	Sem.	No	32,000		91
Texas Southern University *Houston*	Univ.	State	Coed	1947	Non-Sect.	Sem.	No	66,897		53
Texas State College for Women *Denton*	Univ.	State	Women	1901	Non-Sect.	Sem.	No	125,613		200
Texas Technological College *Lubbock*	Lib., Tech.	State	Coed	1923	Non-Sect.	Sem.	No	206,896	A-AF	2,008
Texas Wesleyan College *Fort Worth*	Lib.	Private	Coed	1890	Methodist	Sem.	No	30,000		40
Texas Western College of the University of Texas *El Paso*	Lib., Tech.	State	Coed	1913	Non-Sect.	Sem.	No	73,000	A	60
Trinity University *San Antonio*	Lib.	Private	Coed	1869	Presb.	Sem.	No	68,000	A	107
University of Houston *Houston*	Univ.	District	Coed	1927	Non-Sect.	Sem.	No	116,000	A	275
University of St. Thomas *Houston*	Univ.	Private	Coed	1946	R.C.	Sem.	Yes	25,000		3 city blocks
University of Texas *Austin*	Univ.	State	Coed	1881	Non-Sect.	Sem.	R. Yes NR. Req. CEEB	1,500,000	A-AF-N	1,597
Wayland Baptist College *Plainview*	Lib.	Private	Coed	1909	Baptist	Sem.	No	14,000		9 Buildings

Tuition (Including Fees) R. -Resident of State NR.-Non-Resident of State	Board	Room	Estimated Total Annual Costs	Total Faculty	Bachelors' and First Professional Degrees Conferred 1955	Fall Enrollment 1956	Student Scholarships	Total Value Student Scholarships	Number of Student Loans	Total Value Student Loans
R. $ 50 NR. $150	$335		R. $750 NR. $850	184	M. 134 W. 248	M. 1,165 W. 1,538	183	$ 19,650	Available	$ 10,000
Fees-$90+	$ 495	Av. $285	Av. $1,100	140	M. 240 W. 54	M. 1,400 W. 378	148	$ 32,085	101	$ 15,380
$ 360	$ 380	$ 170	$1,225	100	M. 191 W. 9	M. 1,856 W. 115	45	$ 20,000	None	
Fees-R. $ 90 NR. $390	$ 365	$ 135	R. $ 700 NR. $1,000	100	M. 203 W. 156	M. 1,719 W. 1,166	25	$ 5,000	Available	$ 92,358
$ 575	$ 400	$ 250	$1,500	316	M. 600 W. 248	M. 5,557 W. 2,079	338	$ 61,470	250	$ 15,000
Fees-R. $ 80 NR. $170	$ 340	$ 140	R. $800 NR. $900	106	M. 116 W. 153	M. 1,296 W. 962	47	$ 3,983	Available	$ 42,000
$ 375	$475		$1,150	47	M. 32 W. 30	M. 289 W. 257	225	$ 50,000	Available	$ 15,000
Fees-R. $ 60 NR. $160	$ 315	$ 99	R. $ 900 NR. $1,000	85	M. 122 W. 138	M. 1,060 W. 698	21	$ 2,350	Available	$ 32,924
Fees-R. $ 76 NR. $176	Av. $410		R. $800 NR. $900	41	M. 57 W. 56	M. 565 W. 355	None		Available	$ 32,218
$ 390	$ 320	$ 180	$1,250	251	M. 281 W. 120	M. 4,294 W. 1,861	800	$ 156,000	Available	$ 10,000
$ 255	$360		$ 950	28	M. 48 W. 76	M. 205 W. 189	141	$ 10,982	Available	
R. $ 50 NR. $300	$600		R. $ 950 NR. $1,200	105	M. 171 W. 122	M. 1,961 W. 1,021	100	Av. $30,000	Available	$ 30,000
$ 330	$ 315	$ 120	$1,100	33	M. 31 W. 21	M. 338 W. 201	140	$ 34,800	25	$ 5,000
R. $ 50 NR. $300	$ 297	$ 108	R. $ 800 NR. $1,050	165	M. 99 W. 152	M. 1,433 W. 1,488	111	$ 27,187	274	$ 10,279
R. $ 50 NR. $150	$494 (Coop: $262)		R. $ 900 NR. $1,000	134	W. 287	W. 2,224	231	$ 26,950	Available	$125,000
R. $ 50 NR. $300	$527		R. $ 800 NR. $1,050	373	M. 554 W. 188	M. 6,089 W. 1,966	238	$ 82,000	Available	$149,329
$ 360	$430		$1,150	75	M. 89 W. 69	M. 653 W. 472	320	$ 8,900	116	$ 21,279
R. $ 50 NR. $150	$510		R. $ 850 NR. $1,000	164	M. 153 W. 91	M. 2,678 W. 1,160	190	$ 31,300	Available	$ 35,000
$ 550	$ 430	$ 210	$1,500	103	M. 105 W. 65	M. 818 W. 667	181	$ 40,000	Available	$ 15,193
Fresh. & Soph.- $346 Jr. & Sr.-$506	Av. $375	Av. $245	Fresh. & Soph.- $1,200 Jr. & Sr.-$1,400	551	M. 651 W. 245	M. 10,132 W. 2,997	640	$ 110,000	650	$ 48,000
$ 360	$ 200	$ 200	$1,200	32	M. 12 W. 18	M. 168 W. 160	60	$ 18,000	20	$ 6,000
R. $ 50 NR. $300	$ 500	$ 180	R. $1,200 NR. $1,450	1,192	M. 1,721 W. 668	M. 15,155 W. 5,377	500	$ 100,000	3,400	$150,000
$ 300	$500		$1,100	30	M. 31 W. 21	M. 247 W. 235	71	Av. $32,050	Available	$ 14,000

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
West Texas State College *Canyon*	Lib., TC	State	Coed	1910	Non-Sect.	Sem.	No	50,487	A	272
Wiley College *Marshall*	Lib.	Private	Coed	1873	Methodist	Qtr.	No	17,300		47
UTAH—Northwest Association of Secondary and Higher Schools										
Brigham Young University *Provo*	Univ.	Private	Coed	1875	Latter Day Saints	Qtr.	No	238,188	AF	475
College of St. Mary-of-the-Wasatch *Salt Lake City*	Lib.	Private	Women	1926	R.C.	Sem.	Yes	14,775		500
College of Southern Utah *Cedar City*	Lib., L-G	State	Coed	1897	Non-Sect.	Qtr.	Yes	17,500	AF	Campus-57 3,900+
University of Utah *Salt Lake City*	Univ.	State	Coed	1850	Non-Sect.	Qtr.	No	307,000	A-AF-N	446.5
Utah State Agricultural College *Logan*	Lib., L-G	State	Coed	1888	Non-Sect.	Qtr.	No	188,786	A-AF	770
Westminster College *Salt Lake City*	Lib.	Private	Coed	1875	Presb. & Methodist	Sem.	No	25,000		26
VERMONT—New England Association of Colleges and Secondary Schools										
Bennington College *Bennington*	Lib.	Private	Women	1925	Non-Sect.	Sem.	CEEB	33,000		300
Middlebury College *Middlebury*	Lib.	Private	Coed	1800	Non-Sect.	Sem.	CEEB	125,000	A	250
Norwich University *Northfield*	Univ.	Private	Men	1819	Non-Sect.	Sem.	Req. CEEB	56,454	A	219
St. Michael's College *Winooski Park*	Lib.	Private	Men Coed-Summer and Graduate	1904	R.C.	Sem.	Req. CEEB	43,000	AF	450
Trinity College *Burlington*	Lib.	Private	Women	1925	R.C.	Sem.	No	18,000		16
University of Vermont and State Agricultural College *Burlington*	Univ., L-G	State	Coed	1791	Non-Sect.	Sem.	CEEB R. Yes NR. CEEB	200,000	A-AF	715
VIRGINIA—Southern Association of Colleges and Secondary Schools										
Bridgewater College *Bridgewater*	Lib.	Private	Coed	1880	Ch. of the Brethren	Sem.	No	23,000		30
College of William and Mary *Williamsburg*	Lib.	State	Coed	1693	Non-Sect.	Sem.	CEEB	245,471	A	1,400
Emory and Henry College *Emory*	Lib.	Private	Coed	1838	Methodist	Sem.	No	34,553		158
General Assembly's Training School for Lay Workers *Richmond*	Sr., Grad.	Private	Coed	1915	Presb.	Qtr.	No	70,000		11.5
Hampden-Sydney College *Hampden-Sydney*	Lib.	Private	Men	1775	Presb.	Sem.	Recm. CEEB	43,084		350
Hampton Institute *Hampton*	Tech., TT	Private	Coed	1868	Non-Sect.	Sem.	No	77,000	A	141
Hollins College *Hollins College*	Lib.	Private	Women	1842	Non-Sect.	Sem.	CEEB	75,000		400
Longwood College *Farmville*	TC	State	Women Coed-Day	1884	Non-Sect.	Sem.	No	62,778		14.5
Lynchburg College *Lynchburg*	Lib.	Private	Coed	1903	Disciples of Christ	Sem.	No	30,000		214

Tuition (Including Fees) R. -Resident of State NR.-Non-Resident of State	Board	Room	Estimated Total Annual Costs	Total Faculty	Bachelors' and First Professional Degrees Conferred 1955	Fall Enrollment 1956	Student Scholarships	Total Value Student Scholarships	Number of Student Loans	Total Value Student Loans
R. $ 60 NR. $160	Av. $510		R. $850 NR. $950	105	M. 155 W. 113	M. 1,636 W. 1,332	Limited		Available	$ 70,000
$ 200	$ 243	$ 108	$ 850	38	M. 21 W. 64	M. 378 W. 385	218	Av. $15,260	None	
$ 210	$ 300	$ 150	$1,000	358	M. 536 W. 326	M. 5,576 W. 4,402	508	$ 121,000	2,000	$120,000
$ 200	$ 650	$ 150	$1,200	15	W. 12	W. 63	5	$ 1,000	3	$ 1,450
R. $131 NR. $210	$ 135	$ 90	R. $800 NR. $900	39	Total: 21	M. 341 W. 169	100	$ 7,500	None	
R. $200 NR. $350	$600		R. $1,600 NR. $1,750	533	M. 848 W. 325	M. 6,300 W. 3,000	960	$ 185,000	460	$ 32,215
R. $100 NR. $205	$ 445	$ 120	R. $800 NR. $925	304	M. 351 W. 186	M. 3,721 W. 1,562	450	$ 50,000	Available	$ 16,877
$ 450	$500		$1,200	40	M. 16 W. 10	M. 197 W. 196	81	$ 12,275	Available	$ 5,000
$1,300	Av. $875		$2,500	50	M. 3 W. 61	M. 7 W. 348	100	$ 78,000	15	$ 1,910
$ 900	$ 420	M. $220 W. $260	$1,800	85	M. 163 W. 106	M. 752 W. 518	266	$ 94,522	32	$ 8,860
$ 725	$ 450	$ 200	$1,800	52	M. 138	M. 822	60	$ 28,000	10	$ 2,000
$ 600	$ 450	$ 150	$1,600	49	M. 137 W. 3	M. 703 W. 39	30	$ 11,000	None	
$ 300	$ 400	Av. $125	Day-$ 475 R. $1,250	20	W. 14	W. 194	50	$ 7,500	None	
R. $345 NR. $835	$ 400	$ 210	R. $1,250 NR. $1,750	360	M. 258 W. 181	M. 1,959 W. 1,020	947	$ 142,878	Available	$ 64,000
$ 446	$ 300	$ 110	$1,200	37	M. 41 W. 22	M. 345 W. 162	116	$ 16,453	19	$ 4,011
R. $292 NR. $582	$ 400	$ 200	R. $1,250 NR. $1,550	125	M. 268 W. 281	M. 3,342 W. 2,939	250	$ 60,000	Available	$ 81,000
$ 480	$ 325	$ 70	$1,200	43	M. 56 W. 37	M. 375 W. 144	152	$ 29,360	52	$ 7,366
$ 90	$ 290	$ 100	$ 850	21	M. 1 W. 10	M. 12 W. 86	39	$ 5,740	Available	$ 9,741
(Admission after 2 years college work)										
$ 520	$ 360	$ 120	$1,300	27	M. 55	M. 399	135	$ 27,000	Available	$ 5,750
$ 350	$ 295	$ 144	$1,100	117	M. 71 W. 111	M. 554 W. 652	337 (Incl. Grants-in-aid)	$ 77,685	59	$ 6,072
$1,200	$ 550	$ 350	$2,500	65	W. 77	W. 581	85+	$ 65,000	4	$ 900
R. $212 NR. $310	$398		R. $850 NR. $950	60	M. 4 W. 153	M. 33 W. 824	95	$ 18,000	Available	$ 1,900
$ 410	$ 300	$ 115	$1,200	48	M. 57 W. 43	M. 455 W. 215	126	$ 18,958	Available	$ 6,138

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
Madison College *Harrisonburg*	TC	State	Women Coed-Day	1908	Non-Sect.	Sem.	Yes	80,000		62
Mary Baldwin College *Staunton*	Lib.	Private	Women	1842	Presb.	Sem.	CEEB	45,000		10.5
Mary Washington College of the University of Virginia *Fredricksburg*	Lib.	State	Women	1908	Non-Sect.	Sem.	No	105,000		381
Radford College Woman's Division of Virginia Polytechnic Institute *Radford*	Lib., TC	State	Women Coed-Graduate	1910	Non-Sect.	Qtr.	No	40,000		70
Randolph-Macon College *Ashland*	Lib.	Private	Men	1830	Methodist	Sem.	No	50,000		45
Randolph-Macon Woman's College *Lynchburg*	Lib.	Private	Women	1891	Methodist	Sem.	CEEB	78,000		80
Richmond Professional Institute of the College of William and Mary *Richmond*	Tech., Pro.	State	Coed	1917	Non-Sect.	Sem.	No	40,000		2 city blocks
Roanoke College *Salem*	Lib.	Private	Coed	1842	Lutheran	Sem.	No	35,061		26
St. Paul's Polytechnic Institute *Lawrenceville*	Tech.	Private	Coed	1888	Episcopal	Sem.	Req. CEEB	15,000		1,620
Sweet Briar College *Sweet Briar*	Lib.	Private	Women	1901	Non-Sect.	Sem.	CEEB	86,000		2,800
University of Richmond *Richmond*	Univ.	Private	Cord. Coed-Pro. and Graduate	1830	Baptist	Sem.	No	125,000	A-AF	350
University of Virginia *Charlottesville*	Univ.	State	Men Coed-Pro. and Graduate	1819	Non-Sect.	Sem.	CEEB	800,000	A-AF-N	510
Virginia Military Institute *Lexington*	Lib., Engin.	State	Men	1839	Non-Sect.	Sem.	No	100,000	A-AF	414.5
Virginia Polytechnic Institute *Blacksburg*	Tech., L-G	State	Coed	1872	Non-Sect.	Qtr.	R. Yes NR. Req. CEEB	200,000	A-AF	300
Virginia State College *Petersburg*	Lib., TC, L-G	State	Coed	1882	Non-Sect.	Sem.	Yes	62,235	A	610
Virginia Union University *Richmond*	Univ., Theol.	Private	Coed	1865	Baptist	Sem.	No	35,000		52
Washington and Lee University *Lexington*	Univ.	Private	Men	1749	Non-Sect.	Sem.	CEEB	180,000	A	100

WASHINGTON—Northwest Association of Secondary and Higher Schools

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
Central Washington College of Education *Ellensburg*	Lib., TC	State	Coed	1890	Non-Sect.	Qtr.	No	65,000	AF	48
College of Puget Sound *Tacoma*	Lib.	Private	Coed	1888	Methodist	Sem.	No	90,000	AF	58
Eastern Washington College of Education *Cheney*	Lib., TC	State	Coed	1890	Non-Sect.	Qtr.	No	97,500	A	40
Gonzaga University *Spokane*	Univ.	Private	Coed	1894	R.C.	Sem.	No	90,000	A	15

Tuition (Including Fees) R. -Resident of State NR.-Non-Resident of State	Board	Room	Estimated Total Annual Costs	Total Faculty	Bachelors' and First Professional Degrees Conferred 1955	Fall Enrollment 1956	Student Scholarships	Total Value Student Scholarships	Number of Student Loans	Total Value Student Loans
R. $210 NR. $340	$ 260	$ 100	R. $800 NR. $950	95	M. 13 W. 190	M. 114 W. 1,069	522	$ 98,158	Available	$ 42,139
	$1,650		$2,000	27	W. 24	W. 271	8	$ 3,850	Available	$ 2,700
	R. $ 805 NR. $1,145		R. $1,100 NR. $1,450	100	W. 170	W. 1,556	120 (Work aid: 185	$ 30,500 $ 42,000)	Available	$ 13,000
R. $210 NR. $390	$ 195	$ 204	R. $ 900 NR. $1,100	60	W. 200	W. 890	300	$ 105,000	35	$ 10,000
$ 260	$ 360	$ 170	$1,130	35	M. 62	M. 471 W. 3	187 (Competitive examinations)	$ 46,902	30	$ 7,000
	$1,650		$2,200	75	W. 90	W. 676	189	$ 78,138	Available	$ 9,654
R. $240 NR. $380	$600		R. $1,150 NR. $1,300	82	(Incl. in College of William and Mary)	M. 750 W. 750	None		None	
$ 480	$ 380	$ 130	$1,250	37	M. 50 W. 20	M. 423 W. 162	116	$ 24,356	10	$ 1,400
$ 250	$327		$ 900	38	M. 23 W. 41	M. 194 W. 155	148	$ 16,840	None	
$1,000	$1,000		$2,500	63	W. 80	W. 523	60	$ 60,000	4	$ 400
$ 400	$ 400	M. $145 W. $230	M. $1,300 W. $1,400	166	M. 186 W. 77	M. 2,525 W. 584	500	$ 100,000	Available	$ 38,131
R. $294 NR. $689	$ 450	$ 175	R. $1,200 NR. $1,600	497	M. 561 W. 200	M. 6,041 W. 3,623	416	$ 210,000	100	$ 24,000
R. $ 50 NR. $400	$ 450	$ 125	R. $ 900 NR. $1,250	95	M. 221	M. 907	152	$ 66,000	Available	$ 19,971
R. $228 NR. $456	$450		R. $ 825 NR. $1,100	300	M. 452 W. 224	M. 4,281 W. 1,082	215	$ 109,840	89	$ 11,468
R. $255 NR. $395	$ 270	$ 104	R. $ 925 NR. $1,075	156	M. 108 W. 156	M. 941 W. 1,365	307	$ 46,975	76	$ 13,471
$ 360	$ 260	$ 140	$1,100	50	M. 64 W. 62	M. 424 W. 503	220	$ 25,000	Available	$ 8,350
$ 750	Av. $460	Av. $175	$2,000	80	M. 201	M. 1,059	150	$ 90,000	Available	$ 19,755
Fees-$113	$ 349	$ 136	$ 900	104	M. 125 W. 125	M. 1,013 W. 672	173	$ 15,145	None	
$ 450	$400		$1,300	110	M. 115 W. 60	M. 1,130 W. 724	120	$ 32,000	200	$ 40,000
$ 114	$460		$ 900	88	M. 132 W. 93	M. 1,215 W. 805	84	$ 8,400	200	$ 12,000
$ 380	$ 550	$ 130	$1,400	119	M. 184 W. 28	M. 1,134 W. 507	73	No Info.	33	$ 1,738

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
Holy Names College *Spokane*	Lib., TC	Private	Women	1907	R.C.	Sem.	No	15,000		10
Pacific Lutheran College *Parkland*	Lib., TC	Private	Coed	1894	Lutheran	Sem.	No	47,000		125
St. Edward's Seminary *Kenmore*	Lib., Theol.	Private	Men	1931	R.C.	Sem.	Yes	16,000		365
St. Martin's College *Olympia*	Lib.	Private	Men	1895	R.C.	Sem.	No	29,000		604
Seattle Pacific College *Seattle*	Lib.	Private	Coed	1891	Methodist	Qtr.	No	37,000		20
Seattle University *Seattle*	Univ.	Private	Coed	1891	R.C.	Qtr.	No	50,000	A	6 city blocks
State College of Washington *Pullman*	Univ., L-G	State	Coed	1890	Non-Sect.	Sem.	No	600,000	A-AF	2,278
University of Washington *Seattle*	Univ.	State	Coed	1861	Non-Sect.	Qtr.	No	875,000	A-AF-N	610
Walla Walla College *College Place*	Lib., Pro.	Private	Coed	1892	7th. Day Adventist	Qtr.	No	48,000		55
Western Washington College of Education *Bellingham*	TC	State	Coed	1893	Non-Sect.	Qtr.	No	82,000		102
Whitman College *Walla Walla*	Lib.	Private	Coed	1859	Non-Sect.	Sem.	CEEB	92,048		73
Whitworth College *Spokane*	Lib.	Private	Coed	1890	Presb.	Sem.	No	35,000		40
WEST VIRGINIA—North Central Association of Colleges and Secondary Schools										
Bethany College *Bethany*	Lib.	Private	Coed	1840	Disciples of Christ	Sem.	Recm. CEEB	57,000		1,360
Bluefield State College *Bluefield*	Lib., TC	State	Coed	1895	Non-Sect.	Sem.	No	24,000		32
Concord College *Athens*	Lib., TC	State	Coed	1872	Non-Sect.	Sem.	No	25,000		75
Davis and Elkins College *Elkins*	Lib.	Private	Coed	1903	Presb.	Sem.	No	30,000	AF	132
Fairmont State College *Fairmont*	Lib., TC	State	Coed	1867	Non-Sect.	Sem.	No	42,000		65
Glenville State College *Glenville*	TC	State	Coed	1872	Non-Sect.	Sem.	No	33,000		150
Marshall College *Huntington*	Lib., TC	State	Coed	1837	Non-Sect.	Sem.	R. No NR. must be in upper ½ H.S. Class	100,000	A	26
Shepherd State College *Shepherdstown*	Lib., TC	State	Coed	1872	Non-Sect.	Sem.	No	28,000		30
West Liberty State College *West Liberty*	Lib., TC	State	Coed	1837	Non-Sect.	Four 9-week terms	No	30,000		270
West Virginia Institute of Technology *Montgomery*	Tech.	State	Coed	1895	Non-Sect.	Sem.	No	32,000		13 Buildings
West Virginia State College *Institute*	L-G	State	Coed	1891	Non-Sect.	Sem.	No	40,000	A	83
West Virginia University *Morgantown*	Univ., L-G	State	Coed	1867	Non-Sect.	Sem.	No	366,000	A-AF	2,759

Tuition (Including Fees) R. -Resident of State NR.-Non-Resident of State	Board	Room	Estimated Total Annual Costs	Total Faculty	Bachelors' and First Professional Degrees Conferred 1955	Fall Enrollment 1956	Student Scholarships	Total Value Student Scholarships	Number of Student Loans	Total Value Student Loans
$ 250 ("Soon to be raised")	$590		$1,200	29	W. 33	W. 265	35	$ 10,000	Available	$ 7,000
$ 450	$ 320	$ 200	$1,300	48	M. 70 W. 68	M. 662 W. 662	350+	$ 43,024	50	$ 13,913
$ 256	$ 362	$ 182	$1,000	13	M. 8	M. 138	None		None	
$ 350	$540		$1,200	40	M. 25	M. 240 W. 4	35	$ 20,000	10	$ 900
$ 390	$510		$1,200	54	M. 69 W. 57	M. 552 W. 487	116	$ 6,555	Available	$ 8,000
$ 285	$560		Day-$ 400 R. $1,200	175	M. 198 W. 118	M. 1,936 W. 1,183	148	$ 37,740	35	$ 3,500
R. $183 NR. $408	$ 360	$ 220	R. $1,100 NR. $1,400	356	M. 525 W. 246	M. 4,185 W. 2,105	716	$ 132,500	961	$ 87,000
R. $183 NR. $408	Av. $570		R. $1,100 NR. $1,400	900	M. 1,653 W. 695	M. 12,910 W. 5,503	500	$ 90,000+	1,694	$ 90,065
$ 448	$ 300	$ 200	$1,300	50	M. 77 W. 47	M. 710 W. 533	42	$ 5,019	Available	$ 20,000
$ 126	$ 408	$ 123	$ 900	102	M. 134 W. 186	M. 1,366 W. 907	50	$ 6,000	Available	$ 40,000
$ 450	$ 390	$ 200	$1,400	55	M. 80 W. 50	M. 451 W. 367	175	$ 50,000	79	$ 15,331
$ 475	$525		$1,250	54	M. 78 W. 79	M. 556 W. 544	85+	$ 20,000	Available	$ 28,008
$ 500	$ 390	$ 170	$1,400	54	M. 55 W. 31	M. 357 W. 213	50	$ 45,000	Available	$ 10,000
R. $ 50 NR. $300	$ 331	$ 81	R. $ 775 NR. $1,025	37	M. 24 W. 31	M. 175 W. 164	39	$ 2,565	32	$ 1,042
R. $ 50 NR. $350	$ 275	$ 110	R. $ 750 NR. $1,050	56	M. 88 W. 125	M. 755 W. 698	23	$ 2,000	Available	$ 3,000
$ 500	$500		$1,350	40	M. 92 W. 29	M. 471 W. 144	26	$ 6,125	Available	$ 9,870
R. $ 50 NR. $350	$ 368	$ 108	R. $ 800 NR. $1,100	60	M. 66 W. 88	M. 702 W. 487	13	$ 1,380	50	$ 1,000
R. $ 50 NR. $350	$ 288	$ 99	R. $ 750 NR. $1,050	32	M. 47 W. 65	M. 368 W. 356	46	$ 3,455	Available	$ 5,166
R. $ 50 NR. $350	$ 360	$ 120	R. $ 800 NR. $1,100	170	M. 152 W. 176	M. 2,114 W. 1,774	55	$ 15,000	22	$ 12,000
R. $ 50 NR. $350	$450		R. $ 800 NR. $1,100	35	M. 53 W. 62	M. 416 W. 286	30	$ 2,000	579	$ 6,958
R. $ 50 NR. $350	$ 324	$ 126	R. $ 800 NR. $1,100	45	M. 29 W. 27	M. 575 W. 585	11	$ 6,960	Available	$ 3,500
R. $ 50 NR. $350	$400		R. $ 800 NR. $1,100	49	M. 30 W. 7	M. 729 W. 172	Available		Available	
R. $ 50 NR. $350	$ 324	$ 72	R. $ 800 NR. $1,100	80	M. 86 W. 93	M. 1,363 W. 560	25	$ 3,000	Available	$ 12,000
R. $110 NR. $440	$ 312	$ 188	R. $1,100 NR. $1,400	487	M. 530 W. 218	M. 4,998 W. 2,112	384	$ 65,759	439	$ 28,145

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
West Virginia Wesleyan College ***Buckhannon***	Lib.	Private	Coed	1890	Methodist	Sem.	No	42,000		76
WISCONSIN—North Central Association of Colleges and Secondary Schools										
Alverno College ***Milwaukee***	Lib.	Private	Women	1887	R.C.	Sem.	No	33,374		52
Beloit College ***Beloit***	Lib.	Private	Coed	1846	Cong. & Presb.	Sem.	CEEB	173,000		120
The Cardinal Stritch College ***Milwaukee***	Lib.	Private	Women	1934	R.C.	Sem.	No	24,000		27
Carroll College ***Waukesha***	Lib.	Private	Coed	1840	Presb.	Sem.	No	45,000		37
Lawrence College ***Appleton***	Lib., Music	Private	Coed	1847	Non-Sect.	Sem.	CEEB	75,000	AF	48
Marquette University ***Milwaukee***	Univ.	Private	Coed	1857	R.C.	Sem.	Yes	200,000	A-N	32.5
Milwaukee-Downer College ***Milwaukee***	Lib.	Private	Women	1851	Non-Sect.	Sem.	No-except 2nd Qtr. of H.S. Class and Lower	64,750		46
Mount Mary College ***Milwaukee***	Lib.	Private	Women	1872	R.C.	Sem.	No-except lower ½ H.S. Class	50,000		85
Ripon College ***Ripon***	Lib.	Private	Coed	1851	Non-Sect.	Sem.	Recm. CEEB	60,000	A	12
St. Norbert College ***West De Pere***	Lib.	Private	Coed	1898	R.C.	Sem.	No-except lower ⅓ H.S. Class	60,000	A	4 city blocks
Stout State College ***Menomonie***	TC(Home Economics & Ind. Ed.)	State	Coed	1903	Non-Sect.	Sem.	No	43,165		60
University of Wisconsin ***Madison***	Univ., L-G	State	Coed	1836	Non-Sect.	Sem.	No	975,000	A-AF-N	2,000
University of Wisconsin ***Milwaukee***	Univ., L-G	State	Coed	1880	Non-Sect.	Sem.	No	250,000	A	32
Viterbo College ***La Crosse***	Lib.	Private	Women	1931	R.C.	Sem.	No	31,695		2 city blocks
Wisconsin State College ***Eau Claire***	Lib., TC	State	Coed	1915	Non-Sect.	Sem.	Yes	40,000		50
Wisconsin State College ***La Crosse***	Lib., TC	State	Coed	1909	Non-Sect.	Sem.	Yes	55,000		14
Wisconsin State College ***Oshkosh***	Lib., TC	State	Coed	1871	Non-Sect.	Sem.	No	53,443		20
Wisconsin State College ***Platteville***	Lib., TC	State	Coed	1866	Non-Sect.	Sem.	No	40,100		150
Wisconsin State College ***River Falls***	Lib., TC	State	Coed	1874	Non-Sect.	Qtr.	No	66,000		200
Wisconsin State College ***Stevens Point***	Lib., TC	State	Coed	1894	Non-Sect.	Sem.	No	40,000		10
Wisconsin State College ***Superior***	Lib., TC	State	Coed	1893	Non-Sect.	Sem.	No	58,018	AF	33

Tuition (Including Fees) R. -Resident of State NR.-Non-Resident of State	Board	Room	Estimated Total Annual Costs	Total Faculty	Bachelors' and First Professional Degrees Conferred 1955	Fall Enrollment 1956	Student Scholarships	Total Value Student Scholarships	Number of Student Loans	Total Value Student Loans
$ 500	$ 400	$ 180	$1,300	35	M. 55 W. 34	M. 555 W. 284	31	$ 6,033	Available	$ 16,800
$ 200	$ 400	Av. $125	Day-$ 350 R. $1,125	74	W. 102	M. 7 W. 775	40	$ 6,363	None	
$ 700	$ 400	$ 260	$1,500	85	M. 76 W. 65	M. 570 W. 447	590+	$ 120,000	Available	$ 31,675
$ 250	$ 450	Av. $85	Day-$ 350 R. $1,100	35	W. 36	W. 246	6	$ 900	Available	$ 3,185
$ 570	$ 390	$ 200	$1,500	45	M. 52 W. 32	M. 422 W. 318	80	$ 39,000	None	
$ 600	$ 400	$ 225	$1,500	80	M. 92 W. 51	M. 474 W. 407	210+	$ 75,000	Available	$110,000
$ 500	Av. $350	$ 250	$1,800	959	M. 710 W. 334	M. 6,917 W. 2,833	258	$ 70,290	147	$ 32,528
$ 400	Av. $725		$1,500	37	W. 35	W. 178	66	$ 27,663	Available	$ 3,043
$ 300	$ 500	$ 100	$1,300	76	W. 154	W. 905	130	$ 20,000	Available	$ 9,500
$ 550	$ 435	$ 230	$1,500	58	M. 59 W. 13	M. 399 W. 181	100+	$ 55,000	Available	$ 6,000
$ 400	$ 400	$ 150	$1,300	64	M. 75 W. 29	M. 757 W. 207	92	$ 31,021	Available	$ 525
Fees-R. $114 NR. $189	$ 420	$ 212	R. $900 NR. $975	66	M. 53 W. 55	M. 668 W. 491	100	$ 10,000	45	$ 2,640
R. $180 NR. $500	$765		R. $1,250 NR. $1,575	1,947	M. 1,430 W. 707	M. 17,157 W. 7,285	1,420	$ 412,000	2,500	$250,000
R. $180 NR. $500	$ 400	$ 200	R. $ 950 NR. $1,025	150	M. 117 W. 183	M. 1,212 W. 1,431	146	$ 8,510	Available	$ 17,550
$ 200	Av. $405	$ 130	$1,100	26	W. 33	W. 279	33	$ 8,334	5	$ 750
Fees-R. $130 NR. $205	$ 400	$ 200	R. $900 NR. $975	80	M. 35 W. 78	M. 839 W. 866	140	$ 14,000	Available	$ 2,000
Fees-R. $120 NR. $195	$ 400	Av. $188	R. $850 NR. $925	76	M. 59 W. 82	M. 885 W. 611	100	$ 10,000	Available	$ 7,000
Fees-R. $155 NR. $230	$ 351	$ 198	R. $850 NR. $925	71	M. 58 W. 87	M. 859 W. 538	86	$ 7,455	Available	$ 2,500
Fees-R. $133 NR. $208	Est. $500		R. $800 NR. $875	65	M. 59 W. 74	M. 731 W. 604	100	$ 10,000	Available	$ 19,000
Fees-R. $142 NR. $217	$ 360	$ 216	R. $900 NR. $975	66	M. 50 W. 37	M. 778 W. 414	100	$ 10,000	None	
Fees-R. $125 NR. $200	$ 262	$ 198	R. $900 NR. $975	75	M. 66 W. 50	M. 898 W. 790	110	$ 11,250	30	$ 2,000
Fees-R. $130 NR. $205	$ 270	$ 175	R. $900 NR. $975	63	M. 56 W. 57	M. 648 W. 440	114	$ 10,305	60	$ 3,300

Name of College	Type of College	Legal Control	Type of Students	Year Organized	Religion—Related or Affiliated	Calendar	Pre-admission Tests	Library	Reserve Officers Training Corps	Size of Grounds (Acres)
Wisconsin State College ***Whitewater***	Lib., TC	State	Coed	1866	Non-Sect.	Sem.	No	40,000		30
WYOMING—North Central Association of Colleges and Secondary Schools										
University of Wyoming ***Laramie***	Univ.	State	Coed	1886	Non-Sect.	Sem.	No	189,601	A-AF	141.5

Tuition (Including Fees) R. -Resident of State NR.-Non-Resident of State	Board	Room	Estimated Total Annual Costs	Total Faculty	Bachelors' and First Professional Degrees Conferred 1955	Fall Enrollment 1956	Student Scholarships	Total Value Student Scholarships	Number of Student Loans	Total Value Student Loans
Fees-R. $100 NR. $175	Av. $306	Av. $162	R. $900 NR. $975	74	M. 29 W. 82	M. 663 W. 770	100+	$ 11,000	Available	$ 8,257
Fees-R. $200 NR. $416	Av. $480	Av. $143	Av. R. $1,050 NR. $1,275	325	M. 262 W. 125	M. 2,586 W. 951	1,096	$ 208,000+	Available	$162,343

Approved Medical Schools
and
Schools of the Basic Medical Sciences
in the United States

Four-Year Medical Schools	Ownership: State Private, Municipal	Year Organized	Restricted to State Residents Yes No Pref.-Preference	Entering Students 1955-56 R. -Resident of State NR.-Non-Resident of State	Years of College Required	Percentage of Entering Students with Degree 1955-56	Medical College Admission Test	Percentage of Entering Students Who Have Taken Medical College Admission Test	Number of Applicants 1955-56	Total Applications Filed by Applicants to Each School 1955-56	Average Number of Applications per Applicant 1955-56
ALABAMA											
Medical College of Alabama (University of Alabama) *Birmingham*	State	1943	Pref.-first year	R. 81 NR. 0	3	85.2%	Required	100%	M. 162 W. 12	499	2.0
ARKANSAS											
University of Arkansas School of Medicine *Little Rock*	State	1879	Yes	R. 93 NR. 0	3	57 %	Required	100%	M. 162 W. 12	258	1.5
CALIFORNIA											
College of Medical Evangelists School of Medicine *Loma Linda and Los Angeles*	Private	1909	No	R. 76 NR. 23	4	98 %	Required	95%	M. 151 W. 9	271	1.7
Stanford University School of Medicine *San Francisco and Stanford*	Private	1908	No	R. 47 NR. 11	3	43.1%	Required	98%	M. 431 W. 52	3,531	7.3
University of California School of Medicine *Los Angeles*	State	1951	Pref.	R. 48 NR. 2	4 (Sometimes 3)	74 %	Required	100%	M. 419 W. 41	3,117	6.8
University of California School of Medicine *San Francisco*	State	1864	Pref.	R. 76 NR. 1	3	40.3%	Required	100%	M. 451 W. 52	3,226	6.4
University of Southern California *Los Angeles*	Private	1885	No	R. 60 NR. 9	3	57 %	Required	100%	M. 546 W. 49	4,257	7.2
COLORADO											
University of Colorado School of Medicine *Denver*	State	1883	Pref.	R. 70 NR. 16	3	45.2%	Required	100%	M. 163 W. 16	351	2.0
CONNECTICUT											
Yale University School of Medicine *New Haven*	Private	1812	No	R. 16 NR. 63	3	82.3%	Required	99%	M. 955 W. 64	9,193	9.0
DISTRICT OF COLUMBIA											
Georgetown University School of Medicine *Washington*	Private	1851	No	R. 6 NR. 109	3 or 4	96.5%	Recommended	97%	M. 873 W. 48	8,222	8.9
George Washington University School of Medicine *Washington*	Private	1825	No	R. 14 NR. 88	3	66.7%	Required	99%	M. 1,195 W. 51	11,697	9.4
Howard University College of Medicine *Washington*	Private	1869	No	R. 15 NR. 64	3	100 %	Required	100%	M. 372 W. 36	1,772	4.3

Non-Refundable Application Fee	Percentage of Freshmen Interviewed 1956-57	Estimated Size of Freshman Class 1957-58	May Give Early Decision to Applicant Accepted Elsewhere but Preferring This School	Resident Tuition and Fees	Non-Resident Tuition and Fees	Estimated Cost of Books and Supplies (Not Including Microscope)	Estimated Cost of Room and Board	Total Number of Students 1955-56	Graduates 1955-56
None	100%	80	Possibly	$ 445	$ 845	$125	$ 680	M. 281 W. 15	M. 68 W. 5
$ 5	100%	92	Yes	$ 380	None	$128	$ 900	M. 297 W. 20	M. 59 W. 3
$ 5	100%	96	No	$1,250	$1,250	$120	$ 550	M. 363 W. 22	M. 76 W. 8
$ 5	100%	62	No	$1,005	$1,005	$120	$ 800	M. 216 W. 20	M. 56 W. 6
$ 5	100%	50	Yes	$ 334	$ 584	$150	$ 900	M. 156 W. 12	M. 33 W. 3
$ 5	100%	76	Yes, if possible	$ 334	$ 584	$230	$ 600	M. 295 W. 19	M. 76 W. 3
$ 5	100%	68	Yes, if possible	$ 970	$ 970	$100	Av. $825	M. 259 W. 12	M. 64 W. 4
$ 5	100%	85	No	$ 655	$2,655	Av. $206	$ 765	M. 292 W. 23	M. 64 W. 8
$10	100%	80	Yes	$ 925	$ 925	$125	$ 785	M. 296 W. 20	M. 67 W. 4
$10	99%	110	Yes	$ 960	$ 960	$250	$1,000	M. 412 W. 29	M. 105 W. 5
$ 5	95%	102	Yes	$ 900	$ 900	$135	$ 900	M. 356 W. 16	M. 84 W. 4
$ 7	100%	75	Yes	$ 580	$ 580	$135	$ 550	M. 263 W. 26	M. 63 W. 5

Four-Year Medical Schools	Ownership: State Private, Municipal	Year Organized	Restricted to State Residents Yes No Pref.-Preference	Entering Students 1955-56 R. -Resident of State NR.-Non-Resident of State	Years of College Required	Percentage of Entering Students with Degree 1955-56	Medical College Admission Test	Percentage of Entering Students Who Have Taken Medical College Admission Test	Number of Applicants 1955-56	Total Applications Filed by Applicants to Each School 1955-56	Average Number of Applications per Applicant 1955-56
FLORIDA											
University of Miami **School of Medicine** ***Coral Gables***	Private	1952	Pref.	R. 73 NR. 0	3	93.1%	Required	100%	M. 169 W. 10	565	3.2
GEORGIA											
Emory University **School of Medicine** ***Emory University and Atlanta***	Private	1854	Pref.	R. 36 NR. 37	3	58.9%	Required	100%	M. 542 W. 28	3,758	6.6
Medical College of Georgia ***Augusta***	State	1828	Pref.	R. 100 NR. 1	3	76.2%	Required	100%	M. 209 W. 13	500	2.3
ILLINOIS											
Chicago Medical School ***Chicago***	Private	1912	No	R. 3 NR. 70	4	100 %	Required	100%	M. 943 W. 30	10,084	10.4
Loyola University **Stritch School of Medicine** ***Chicago***	Private	1915	Pref.	R. 56 NR. 32	3	39.8%	Recommended	100%	M. 744 W. 47	5,555	7.0
Northwestern University **Medical School** ***Chicago***	Private	1859	No	R. 51 NR. 82	3	62.4%	Required	100%	M. 1,468 W. 78	11,920	7.7
University of Chicago **The School of Medicine** ***Chicago***	Private	1924	No	R. 29 NR. 43	3	62.5%	Required	100%	M. 817 W. 53	7,926	9.1
University of Illinois **College of Medicine** ***Chicago***	State	1882	No-(High scholastic record for non-residents)	R. 164 NR. 3	3	37.7%	Required	100%	M. 549 W. 46	2,493	4.2
INDIANA											
Indiana University **School of Medicine** ***Bloomington and Indianapolis***	State	1903	Pref.	R. 148 NR. 7	3	44.5%	Required	100%	M. 416 W. 21	1,802	4.1
IOWA											
State University of Iowa **College of Medicine** ***Iowa City***	State	1869	Pref.	R. 112 NR. 8	3	35.8%	Required	100%	M. 241 W. 14	909	3.6
KANSAS											
University of Kansas **School of Medicine** ***Lawrence and Kansas City***	State	1880	Pref.	R. 85 NR. 16	4	86.1%	Required	100%	M. 328 W. 25	1,960	5.6
KENTUCKY											
University of Louisville **School of Medicine** ***Louisville***	Private	1837	Pref.-High scholastic standing for non-residents	R. 88 NR. 9	3	89.7%	Required	100%	M. 260 W. 10	961	3.6
LOUISIANA											
Louisiana State University **School of Medicine** ***New Orleans***	State	1931	Pref.	R. 125 NR. 1	3	53.2%	Recommended	85%	M. 282 W. 16	1,155	3.9
Tulane University of Louisiana **School of Medicine** ***New Orleans***	Private	1834	No	R. 35 NR. 96	3	41.2%	Required	100%	M. 877 W. 44	6,613	7.2

Non-Refundable Application Fee	Percentage of Freshmen Interviewed 1956-57	Estimated Size of Freshman Class 1957-58	May Give Early Decision to Applicant Accepted Elsewhere but Preferring This School	Resident Tuition and Fees	Non-Resident Tuition and Fees	Estimated Cost of Books and Supplies (Not Including Microscope)	Estimated Cost of Room and Board	Total Number of Students 1955-56	Graduates 1955-56
$ 5	95%	75	Yes	$ 700	$1,400	Av. $200	$1,500	M. 181 W. 17	M. 23 W. 3
$ 5	100%	72	Yes	$ 800	$ 800	$275	$ 650	M. 277 W. 7	M. 69 W. 2
None	100%	100	Yes	$ 455	$ 755 (Advance standing)	Av. $175	Av. $540	M. 338 W. 14	M. 65 W. 2
$ 5	100%	72	Yes	$ 672	$ 672	$175	$ 825	M. 282 W. 1	M. 72 W. 1
$ 5	98%	88	Yes	$ 800	$ 800	$100	$ 900	M. 314 W. 11	M. 76 W. 3
$ 5	33%	130	Yes	$ 930	$ 930	$100	$1,000	M. 500 W. 23	M. 129 W. 5
$ 5	98%	72	Yes	$ 915	$ 915	$ 85	$ 900	M. 268 W. 18	M. 69 W. 2
None	100%	190	No	$ 326	$ 614	$100	$ 875	M. 603 W. 33	M. 155 W. 4
None	100%	150	No	$ 400	$ 700	$100	$1,250	M. 567 W. 19	M. 139 W. 2
$ 5	100%	120	Yes	$ 304	$ 614	$175	$ 650	M. 430 W. 11	M. 107 W. 3
None	100%	108	No	$ 475	$ 925	$150	$1,000	M. 415 W. 13	M. 120 W. 0
$ 5	100%	104	Yes	$ 800	$1,200	$175	$ 650	M. 359 W. 20	M. 88 W. 5
$ 2	65%	125	No	$ 120	$ 520	$130	Av. $1,213	M. 406 W. 20	M. 89 W. 7
$ 5	100%	130	No	$ 900	$ 900	$130	$ 850	M. 496 W. 15	M. 121 W. 3

Four-Year Medical Schools	Ownership: State Private, Municipal	Year Organized	Restricted to State Residents Yes No Pref.-Preference	Entering Students 1955-56 R. -Resident of State NR.-Non-Resident of State	Years of College Required	Percentage of Entering Students with Degree 1955-56	Medical College Admission Test	Percentage of Entering Students Who Have Taken Medical College Admission Test	Number of Applicants 1955-56	Total Applications Filed by Applicants to Each School 1955-56	Average Number of Applications per Applicant 1955-56
MARYLAND											
Johns Hopkins University School of Medicine *Baltimore*	Private	1883	No	R. 8 NR. 66	Degree	100 %	Required	92%	M. 715 W. 55	6,953	9.0
University of Maryland School of Medicine *Baltimore*	State	1807	Pref.	R. 64 NR. 32	3	63.5%	Recommended	100%	M. 317 W. 9	2,255	6.9
MASSACHUSETTS											
Boston University School of Medicine *Boston*	Private	1873	No	R. 44 NR. 29	3	95.9%	Required	100%	M. 1,010 W. 65	10,593	9.9
Harvard Medical School *Boston*	Private	1782	No	R. 15 NR. 103	2	99.2%	Required	100%	M. 1,195 W. 89	9,664	7.5
Tufts University School of Medicine *Boston*	Private	1893	No	R. 60 NR. 51	3	94.6%	Required	100%	M. 580 W. 48	4,880	7.8
MICHIGAN											
University of Michigan Medical School *Ann Arbor*	State	1850	Pref.-High scholastic standing for non-residents	R. 178 NR. 28	37	53.9%	Required	100%	M. 571 W. 29	2,684	4.5
Wayne State University College of Medicine *Detroit*	State	1885	Yes	R. 76 NR. 0	3	46.1%	Required	100%	M. 307 W. 17	1,058	3.3
MINNESOTA											
University of Minnesota Medical School *Minneapolis*	State	1883	Pref.-High scholastic standing for non-residents	R. 118 NR. 10	3	39.1%	Required	100%	M. 288 W. 17	1,168	3.8
MISSOURI											
Saint Louis University School of Medicine *St. Louis*	Private	1901	No	R. 26 NR. 101	3	74.8%	Required	100%	M. 926 W. 25	7,562	8.0
Washington University School of Medicine *St. Louis*	Private	1842	No	R. 19 NR. 68	3	71.4%	Required	100%	M. 1,261 W. 63	10,938	8.3
NEBRASKA											
Creighton University School of Medicine *Omaha*	Private	1892	No	R. 15 NR. 61	3	43.4%	Required	100%	M. 639 W. 19	4,945	7.5
University of Nebraska College of Medicine *Omaha*	State	1881	Pref.	R. 81 NR. 6	3	50.6%	Required	100%	M. 179 W. 9	655	3.5
NEW YORK											
Albany Medical College *Albany*	Private	1838	No	R. 48 NR. 16	3	100 %	Required	100%	M. 966 W. 56	10,690	10.5
University of Buffalo School of Medicine *Buffalo*	Private	1847	Pref.	R. 77 NR. 8	3 or 4	90.6%	Required	100%	M. 783 W. 34	8,141	10.0
Columbia University College of Physicians and Surgeons *New York*	Private	1767	No	R. 51 NR. 68	3	100 %	Recommended	97%	M. 1,360 W. 139	12,678	8.5

Non-Refundable Application Fee	Percentage of Freshmen Interviewed 1956-57	Estimated Size of Freshman Class 1957-58	May Give Early Decision to Applicant Accepted Elsewhere but Preferring This School	Resident Tuition and Fees	Non-Resident Tuition and Fees	Estimated Cost of Books and Supplies (Not Including Microscope)	Estimated Cost of Room and Board	Total Number of Students 1955-56	Graduates 1955-56
$ 5	100%	75	Yes	$ 980	$ 980	$120	$ 900	M. 264 W. 22	M. 62 W. 7
$ 7.50	89%	96	Yes	$ 735	$ 885	$500	$ 800	M. 364 W. 11	M. 96 W. 3
$ 5	100%	72	Yes	$1,000	$1,000	$265	$ 650	M. 266 W. 18	M. 66 W. 4
$10	100%	114	Yes	$1,062	$1,062	$175	$ 780	M. 496 W. 34	M. 143 W. 8
$ 5	74%	112	Yes	$1,015	$1,015	$125	$ 700	M. 424 W. 19	M. 109 W. 2
$ 5	100%	200	Yes	$ 440	$ 770	$125	$ 800	M. 726 W. 36	M. 189 W. 0
None	100%	75	No	$ 543	None	$150	$1,200	M. 268 W. 13	M. 61 W. 2
R. None NR. $5	20%	130	Yes	$ 403	$ 775	$100	$ 750	M. 457 W. 24	M. 109 W. 6
$ 5	80%	125	Yes	$ 890	$ 890	$210 (Freshman year)	$ 600	M. 470 W. 9	M. 111 W. 3
$ 8	81%	86	Yes	$ 906	$ 906	$150	$ 675	M. 345 W. 14	M. 96 W. 3
$ 5	70%	76	No	$ 809	$ 809	$270	$ 650	M. 287 W. 10	M. 74 W. 3
R. None NR. $5	100%	85	Yes	$ 450	$ 615	Av. $90	$ 700	M. 321 W. 10	M. 80 W. 3
$10	100%	60	Yes	$1,007	$1,007	$200	$ 800	M. 212 W. 9	M. 47 W. 1
$ 5	100%	80	Yes	$ 950	$ 950	$175	$ 900	M. 283 W. 13	M. 59 W. 3
$ 5	98%	120	Yes	$ 983	$ 983	$100	$ 900	M. 414 W. 48	M. 104 W. 14

Four-Year Medical Schools	Ownership: State Private, Municipal	Year Organized	Restricted to State Residents Yes No Pref.-Preference	Entering Students 1955-56 R. -Resident of State NR.-Non-Resident of State	Years of College Required	Percentage of Entering Students with Degree 1955-56	Medical College Admission Test	Percentage of Entering Students Who Have Taken Medical College Admission Test	Number of Applicants 1955-56	Total Applications Filed by Applicants to Each School 1955-56	Average Number of Applications per Applicant 1955-56
Cornell University Medical College *New York*	Private	1898	No	R. 39 NR. 45	3 and Degree	96.4%	Recommended	100%	M. 1,299 W. 122	12,208	8.6
New York Medical College Flower and Fifth Avenue Hospitals *New York*	Private	1858	No	R. 66 NR. 62	3 or 4	96.9%	Requested	90%	M. 1,760 W. 133	16,759	8.9
New York University College of Medicine *New York*	Private	1841	No	R. 99 NR. 32	3	92.4%	Required	100%	M. 1,243 W. 114	13,324	9.8
State University of New York College of Medicine *New York*	State	1858	Pref.	R. 141 NR. 10	3	89.4%	Required	100%	M. 1,345 W. 99	13,458	9.3
State University of New York College of Medicine *Syracuse*	State	1872	Pref.	R. 75 NR. 5	3	92.5%	Required	100%	M. 917 W. 51	9,709	10.0
University of Rochester School of Medicine and Dentistry *Rochester*	Private	1925	No	R. 37 NR. 34	3	94.4%	Recommended	94%	M. 982 W. 55	10,163	9.8
NORTH CAROLINA											
Duke University School of Medicine *Durham*	Private	1930	No	R. 24 NR. 53	3	59.7%	Required	100%	M. 675 W. 25	5,812	8.3
University of North Carolina School of Medicine *Chapel Hill*	State	1890	Pref.	R. 65 NR. 3	3	57.3%	Required	100%	M. 248 W. 14	1,446	5.5
Wake Forest College Bowman Gray School of Medicine *Winston-Salem*	Private	1902	No	R. 28 NR. 26	3	88.9%	Required	100%	M. 593 W. 19	5,382	8.8
OHIO											
University of Cincinnati College of Medicine *Cincinnati*	Municipal	1819	No	R. 66 NR. 27	3	97.8%	Required	100%	M. 786 W. 43	6,490	7.8
Ohio State University College of Medicine *Columbus*	State	1914	Yes	R. 151 NR. 0	3	88.7%	Required	100%	M. 465 W. 23	1,961	4.0
Western Reserve University School of Medicine *Cleveland*	Private	1843	No	R. 49 NR. 34	3	97.6%	Required	100%	M. 1,112 W. 72	9,331	7.9
OKLAHOMA											
University of Oklahoma School of Medicine *Oklahoma City*	State	1900	Pref.	R. 99 NR. 2	3	41.6%	Required	100%	M. 193 W. 8	683	3.4
OREGON											
University of Oregon Medical School *Portland*	State	1887	Pref.	R. 62 NR. 15	3	49.4%	Required	100%	M. 283 W. 19	1,599	5.3
PENNSYLVANIA											
Hahnemann Medical College and Hospital of Philadelphia *Philadelphia*	Private	1848	Pref.	R. 73 NR. 36	3	92.6%	Required	100%	M. 968 W. 39	8,710	8.6

Non-Refundable Application Fee	Percentage of Freshmen Interviewed 1956-57	Estimated Size of Freshman Class 1957-58	May Give Early Decision to Applicant Accepted Elsewhere but Preferring This School	Resident Tuition and Fees	Non-Resident Tuition and Fees	Estimated Cost of Books and Supplies (Not Including Microscope)	Estimated Cost of Room and Board	Total Number of Students 1955-56	Graduates 1955-56
$ 5	90%	84	Yes	$1,100	$1,100	$150	$ 700	M. 317 W. 21	M. 79 W. 5
$ 5	95%	128	No	$ 936	$ 936	$100	$1,000	M. 449 W. 27	M. 101 W. 7
$10	42%	130	Yes	$1,017	$1,017	$100	$1,000	M. 490 W. 37	M. 134 W. 6
None	100%	150	Yes	$ 715	$ 715	$100	$1,000	M. 546 W. 41	M. 133 W. 13
None	100%	76	Yes	$ 715	$ 715	$ 85	$ 700	M. 272 W. 14	M. 71 W. 0
$ 5	99%	70	Yes	$ 900	$ 900	$100	$ 900	M. 260 W. 13	M. 60 W. 4
$ 5	100%	76	Yes	$1,020	$1,020	$235	$ 600	M. 301 W. 13	M. 78 W. 2
None	100%	66	Yes	$ 671	$1,271	$135	$ 650	M. 241 W. 8	M. 58 W. 1
$ 5	100%	54	Yes	$ 825	$ 825	$100	$ 500	M. 193 W. 11	M. 46 W. 1
$ 5	84%	90	Yes	$ 700	$ 825	$100	$ 800	M. 325 W. 13	M. 82 W. 3
$25	100%	150	Yes	$ 495	None	$365	Av. $625 per qr.	M. 554 W. 19	M. 139 W. 5
$ 5	96%	80	Yes	$ 800	$ 800	$150	$ 900	M. 295 W. 27	M. 73 W. 5
R. None NR. $5	100%	100	Yes	$ 450	$ 800	$175	$1,500	M. 366 W. 13	M. 95 W. 1
$ 5	100%	78	Yes	$ 546	$ 804	$135	$ 780	M. 280 W. 15	M. 67 W. 4
$ 5	100%	109	Yes, if interviewed	$ 872	$ 872	$250	$1,800	M. 379 W. 20	M. 91 W. 4

Four-Year Medical Schools	Ownership: State Private, Municipal	Year Organized	Restricted to State Residents Yes No Pref.-Preference	Entering Students 1955-56 R. -Resident of State NR.-Non-Resident of State	Years of College Required	Percentage of Entering Students with Degree 1955-56	Medical College Admission Test	Percentage of Entering Students Who Have Taken Medical College Admission Test	Number of Applicants 1955-56	Total Applications Filed by Applicants to Each School 1955-56	Average Number of Applications per Applicant 1955-56
Jefferson Medical College of Philadelphia *Philadelphia*	Private	1825	Pref.-High scholastic standing for non-residents	R. 123 NR. 53	3	97.2%	Recommended	90%	M. 1,786 W. 0	13,066	7.3
Temple University School of Medicine *Philadelphia*	Private	1901	No-but preference	R. 92 NR. 36	3	98.4%	Required	100%	M. 1,441 W. 69	12,075	8.0
University of Pennsylvania School of Medicine *Philadelphia*	Private	1765	No	R. 77 NR. 48	3	96.8%	Required	100%	M. 1,384 W. 85	12,518	8.5
University of Pittsburgh School of Medicine *Pittsburgh*	Private	1886	Pref.	R. 94 NR. 6	3	83 %	Required	100%	M. 662 W. 40	4,900	7.0
Woman's Medical College of Pennsylvania *Philadelphia*	Private	1830	Pref.-High scholastic standing for non-residents	R. 15 NR. 36	3	90.2%	Required	100%	M. 0 W. 212	1,153	5.4
PUERTO RICO											
University of Puerto Rico School of Medicine *San Juan*	State	1949	Pref.	R. 50 NR. 2	3	63.5%	Required	100%	M. 110 W. 25	404	3.0
SOUTH CAROLINA											
Medical College of South Carolina *Charleston*	State	1823	Yes	R. 79 NR. 0	3	69.6%	Required	100%	M. 159 W. 5	272	1.7
TENNESSEE											
Meharry Medical College School of Medicine *Nashville*	Private	1876	Pref.	R. 8 NR. 67	3	96 %	Required	100%	M. 465 W. 42	1,724	3.4
University of Tennessee College of Medicine *Memphis*	State	1876	Pref.	R. 158 NR. 59	3	30.4%	Required	100%	M. 369 W. 24	948	2.4
Vanderbilt University School of Medicine *Nashville*	Private	1874	No	R. 21 NR. 30	Degree	51 %	Required	100%	M. 619 W. 24	6,062	9.4
TEXAS											
Baylor University College of Medicine *Houston*	Private	1900	No	R. 42 NR. 45	3	65.5%	Required	100%	M. 671 W. 36	4,949	7.0
University of Texas Medical Branch *Galveston*	State	1890	Yes	R. 106 NR. 0	3	83.7%	Required	100%	M. 475 W. 33	1,308	2.6
University of Texas Southwestern Medical School *Dallas*	State	1943	Yes	R. 102 NR. 0	3	30.4%	Required	100%	M. 400 W. 38	1,175	2.7
UTAH											
University of Utah School of Medicine *Salt Lake City*	State	1905	Pref.	R. 45 NR. 9	3	55.6%	Required	94%	M. 207 W. 5	1,256	5.9
VERMONT											
University of Vermont College of Medicine *Burlington*	State	1822	Pref.	R. 16 NR. 34	4 and Degree	92 %	Required	100%	M. 392 W. 25	3,753	9.0

Non-Refundable Application Fee	Percentage of Freshmen Interviewed 1956-57	Estimated Size of Freshman Class 1957-58	May Give Early Decision to Applicant Accepted Elsewhere but Preferring This School	Resident Tuition and Fees	Non-Resident Tuition and Fees	Estimated Cost of Books and Supplies (Not Including Microscope)	Estimated Cost of Room and Board	Total Number of Students 1955-56	Graduates 1955-56
$ 5	93%	175	Yes	$ 883	$ 883	$180	$ 800	M. 677	M. 171
$ 5	58%	120	Yes	$ 850	$ 850	$100	$ 774	M. 467 W. 21	M. 120 W. 5
$ 5	100%	125	Yes	$ 950	$ 950	$150	$ 800	M. 477 W. 23	M. 119 W. 5
$10	100%	100	Yes	$ 815	$ 815	$200	$ 650	M. 351 W. 12	M. 85 W. 2
$10	100%	50	Occasionally	$ 975	$ 975	$250	Av. $750	W. 182	W. 40
None	100%	52	No	$ 558	$ 558	$ 98	$ 540	M. 157 W. 27	M. 34 W. 9
None	100%	80	Yes	$ 435	None	$100	$ 600	M. 281 W. 12	M. 64 W. 3
$ 5	20%	65	No	$ 734	$ 734	$170	$ 485	M. 245 W. 14	M. 60 W. 2
R. None NR. $5	25%	150	Yes	$ 450	$ 675	$145	$ 500	M. 746 W. 35	M. 190 W. 9
$ 5	100%	52	Yes	$ 810	$ 810	$100	$ 700	M. 194 W. 10	M. 48 W. 3
$ 7.50	100%	84	Yes	$ 798	$ 798	$150	$ 800	M. 328 W. 14	M. 75 W. 2
$ 5	65%	162	Yes	$ 106	None	$160	Av. $800	M. 582 W. 32	M. 148 W. 3
$ 5	100%	100	Yes	$ 110	None	$350	$ 600	M. 370 W. 24	M. 90 W. 8
$ 5	67%	55	Yes	$ 480	$ 830	$150	Av. $550	M. 204 W. 5	M. 40 W. 0
$10	100%	50	No	$ 555	$1,005	$ 50	$ 500	M. 170 W. 10	M. 42 W. 2

Four-Year Medical Schools	Ownership: State Private, Municipal	Year Organized	Restricted to State Residents Yes No Pref.-Preference	Entering Students 1955-56 R. -Resident of State NR.-Non-Resident of State	Years of College Required	Percentage of Entering Students with Degree 1955-56	Medical College Admission Test	Percentage of Entering Students Who Have Taken Medical College Admission Test	Number of Applicants 1955-56	Total Applications Filed by Applicants to Each School 1955-56	Average Number of Applications per Applicant 1955-56
VIRGINIA											
Medical College of Virginia School of Medicine *Richmond*	State	1838	Pref.-High scholastic standing for non-residents	R. 69 NR. 15	3	83.3%	Required	100%	M. 362 W. 21	2,492	6.5
University of Virginia School of Medicine *Charlottesville*	State	1827	Pref.	R. 52 NR. 25	3	93.5%	Required	100%	M. 548 W. 20	4,520	7.9
WASHINGTON											
University of Washington School of Medicine *Seattle*	State	1945	Pref.	R. 67 NR. 10	3	19.5%	Required	100%	M. 358 W. 18	2,099	5.6
WISCONSIN											
Marquette University School of Medicine *Milwaukee*	Private	1912	Pref.	R. 51 NR. 51	4	41.2%	Recommended	100%	M. 882 W. 41	6,317	6.8
University of Wisconsin Medical School *Madison*	State	1907	Pref.	R. 84 NR. 3	3	29.9%	Recommended	20%	M. 163 W. 14	557	3.1
Schools of Basic Medical Sciences											
MISSISSIPPI											
University of Mississippi School of Medicine *Jackson*	State	1903	Yes	R. 80 NR. 0	3	25 %	Required	100%	M. 190 W. 6	307	1.6
MISSOURI											
University of Missouri School of Medicine *Columbia*	State	1845	Yes	R. 45 NR. 0	3	57.8%	Required	100%	M. 143 W. 5	596	4.0
NEW HAMPSHIRE											
Dartmouth Medical School *Hanover*	Private	1797	No	R. 3 NR. 22	Degree-or 3 years and degree candidacy	8 %	Required	100%	M. 222 W. 1	2,221	10.0
NORTH DAKOTA											
University of North Dakota School of Medicine *Grand Forks*	State	1905	Pref.	R. 34 NR. 6	3	60 %	Required	100%	M. 129 W. 5	768	5.7
SOUTH DAKOTA											
University of South Dakota School of Medical Sciences *Vermillion*	State	1907	Pref.	R. 35 NR. 7	3	40.5%	Required	100%	M. 171 W. 3	1,193	6.9
WEST VIRGINIA											
West Virginia University School of Medicine *Morgantown*	State	1912	Yes	R. 84 NR. 3	3	58.1%	Required	100%	M. 108 W. 8	406	3.5

Medical Schools in Development

NOTE: These schools have not been in operation long enough to be eligible for approval by the Association of American Medical Colleges and the American Medical Association. A school is eligible at the time its full-time program is in operation.

LORIDA											
University of Florida School of Medicine *Gainesville*	State	1949 (Authorized)	Pref.	R. Est. 46 NR. Est. 4	4	100 %	Required	100%	425	No Information	

Non-Refundable Application Fee	Percentage of Freshmen Interviewed 1956-57	Estimated Size of Freshman Class 1957-58	May Give Early Decision to Applicant Accepted Elsewhere but Preferring This School	Resident Tuition and Fees	Non-Resident Tuition and Fees	Estimated Cost of Books and Supplies (Not Including Microscope)	Estimated Cost of Room and Board	Total Number of Students 1955-56	Graduates 1955-56
$10	98%	84	Yes	$ 586	$ 911	Av. $125	$ 700	M. 339 W. 27	M. 91 W. 7
$ 5	100%	76	Yes	$ 464	$ 864	$100	$ 600	M. 278 W. 11	M. 61 W. 0
None	100%	75	Yes	$ 408	$ 678	$100	$ 600	M. 271 W. 17	M. 64 W. 4
$ 5	70%	100	Yes	$ 900	$ 900	$115	$ 800	M. 377 W. 17	M. 84 W. 3
None	75%	90	No	$ 340	$ 660	$125	$ 600	M. 299 W. 26	M. 68 W. 11
None	100%	80	No	$ 600	$ 825	$100	$1,000	M. 129 W. 5	Graduated 4th. year Class-1957
None	100%	75	No	Fees-$400	None	$125	$ 620	M. 85 W. 3	Graduated 4th year Class-1957
$ 2	100%	24	Yes	$ 980	$ 980	$200	$ 800	M. 48 W. 0	– –
$ 5	99%	40	Yes	$ 178	$ 358	$160	$ 500	M. 75 W. 2	3rd. & 4th. years authorized — Plans indefinite.
$ 5	90%	44	Yes	$ 290	$ 495	$200	$ 460	M. 69 W. 3	– –
None	100%	31	Yes	$ 264	None	Av. $120	Av. $825	M. 57 W. 3	Graduate 4th. year Class-1961
$10	100%	50	Yes, if possible	$ 600	$1,200	$150	$ 600	Graduate first 4th. year class-1960	

Four-Year Medical Schools	Ownership: State Private, Municipal	Year Organized	Restricted to State Residents Yes No Pref.-Preference	Entering Students 1955-56 R. -Resident of State NR.-Non-Resident of State	Years of College Required	Percentage of Entering Students with Degree 1955-56	Medical College Admission Test	Percentage of Entering Students Who Have Taken Medical College Admission Test	Number of Applicants 1955-56	Total Applications Filed by Applicants to Each School 1955-56	Average Number of Applications per Applicant 1955-56
NEW JERSEY											
Seton Hall College of Medicine and Dentistry *Jersey City*	Private	1954	No	R. Est. 45 NR. Est. 35	3 or 4	94 %	Required	100%	883	No Information	
NEW YORK											
Yeshiva University Albert Einstein College of Medicine *New York*	Private	1950 (Chartered)	No	R. 85 NR. 15	4	100 %	Required	97%	M. 815 W. 41	8,480	9.9

Non-Refundable Application Fee	Percentage of Freshmen Interviewed 1956-57	Estimated Size of Freshman Class 1957-58	May Give Early Decision to Applicant Accepted Elsewhere but Preferring This School	Resident Tuition and Fees	Non-Resident Tuition and Fees	Estimated Cost of Books and Supplies (Not Including Microscope)	Estimated Cost of Room and Board	Total Number of Students 1955-56	Graduates 1955-56
$10	100%	80	Yes	$ 950	$ 950	$250	$1,000	Graduate first 4th. year class-1960	
$10	99%	96	If possible.	$1,050	$1,050	$100	$1,000	Graduate first 4th. year class-1959	

Selected Bibliography

GENERAL INFORMATION

Accredited Higher Institutions. Washington, D.C.: U.S. Office of Education, Federal Security Agency, Bulletin No. 3, 1952.

American Junior Colleges. Washington, D.C.: American Council on Education, 1952.

American Universities and Colleges. Washington, D.C.: American Council on Education. Sixth Edition, 1952.

Baird's Manual of American College Fraternities, H. J. Bailey, Editor. Menasha, Wisconsin: George Banta Publishing Co., 1949.

College and Private School Directory of the United States and Canada. "The Yellow Book." Chicago, Illinois: Educational Bureau Publishing Company. Volume XXIV, 1954.

College Blue Book, Christian E. Burckel, Editor and Publisher. Yonkers, New York. Seventh Edition, 1953.

College Handbook. Princeton, New Jersey: College Entrance Examination Board, 1954.

Industry Cooperation with Education. New York: Industrial Conference Board, Studies in Business Policy, No. 34, 1949.

Lovejoy's College Guide, by Clarence E. Lovejoy. New York: Simon & Schuster, Inc. 1953–54.

SCHOLARSHIP AID

Scholarships and Fellowships Available at Institutions of Higher Education. Washington, D.C.: U. S. Government Printing Office. U. S. Office of Education Bulletin, 1951, No. 16.

Scholarships, Fellowships and Loans, by S. Norman Feingold. Boston: Bellman Publishing Company, 1951.

Your Opportunity 1952–53, Theodore S. Jones, Editor and Publisher. Milton, Massachusetts. (Includes information about grants, fellowships, scholarships, opportunities, awards, prizes, loan funds and competitions.)

FOREIGN STUDY

Study Abroad. International Handbook of Fellowships, Scholarships and Educational Exchange. Paris, France: UNESCO. IV—1953–54.

JOBS ON THE COLLEGE CAMPUS

Working Your Way Through College, by Kenneth C. Rathbun. Richmond, Virginia: Cavalier Publishing Company.

EXAMINATION ASSISTANCE

How to Prepare for College Entrance Examinations, by Samuel C. Brownstein and Mitchel Weiner. Brooklyn, New York: Barron's Educational Series, Inc. 1954.

Index

A

- A. A. S. S. W.,(American Association of Schools of Social Work), 112, 113
- A.A.U. see Association of American Universities
- ACS Committee on Professional Relations and Status, 52
- A.L.A. see American Library Association
- A.O.A. see American Osteopthic Association, 103
- Academic year, arrangement of, 26
- Accelerated programs, 25
- Accounting
  - auditing, 48
  - CPA license, 48, 49
  - control, 48
  - cost, 48
  - general, 48
  - government jobs, 50
  - graduate level, 49
  - jobs, 49-50
  - qualifications, 49
  - restrictions, 49
  - salaries, 50
  - schools, available list of, 49
  - systems and procedures, 48
  - tax, 48
  - teaching, 48, 49
  - trends, 50
  - tuition, 49
  - women in, 49
  - working conditions, 50
- Accreditation
  - agriculture, 40
  - architecture, 43
  - Bible schools, 45
  - business schools, 47
  - chemistry, 51
  - chiropody, 55
  - dentistry, 56, 57
  - education, 61
  - engineering, 66
  - forestry, 75
  - home economics, 77
  - importance of, 39
  - institutions, 8
  - journalism, 80
  - of junior colleges, 32, 33
  - law, 83
  - librarianship, 86
  - medicine, 89
  - music, 92
  - nursing, 96
  - occupational therapy, 100
  - optometry, 102
  - osteopathy, 103
  - pharmacy, 104
  - of professional schools, 36
  - public health, 109
  - religion and theology, 110
  - social work, 112
  - speech and dramatic arts, 115
  - veterinary medicine, 116-117
- Accrediting agencies, 19, 24-25, 33 see also Accreditation
- Accrediting Association of Bible Institutes and Bible Colleges, 45, 46
- Accrediting Service of the National League of Nursing, 96
- Acting see Speech and dramatic arts
- Administration, 8
- Administration, of graduate schools, 27
- Admission, to graduate schools, 27
- Admission, to professional schools, 36
- Admission to American Colleges, 18
- Admission tests, music, 91
- Admissions, 17-19
  - education, 58-59
  - to junior colleges, 31
  - liberal arts colleges, 25
  - librarianship, 85
  - medicine, 87
  - speech and dramatic arts, 114
- Adult education
  - in agriculture, 39
  - home economics, 78
  - and junior colleges, 29-30
- Advertising, 47
- Advertising specialization, journalism, 79
- Agricultural journalism, 79
- Agriculture, 39-43
  - accreditation, 40
  - county agents, 41
  - courses, 40, 43
  - degrees, 40
  - jobs in, 41
  - licenses, 40
  - list of schools, 42-43
  - qualifications for, 39-40
  - restrictions, 41
  - salaries, 41
  - scholarships, 43
  - trends, 41-42
  - tuition, 40
  - women in, 41
- Aims of Nursing Administration, 94
- Air Force ROTC program, 20
- American Association of Colleges of Pharmacy, 104
- American Association of Colleges for Teacher Education, 61
- American Association of Collegiate Schools of Business, 46, 47
- American Association of Collegiate Schools of Business, list of members, 50-51
- American Association of Junior Colleges, 25, 32
- American Association of Schools of Religious Education, 45, 110
- American Association of Schools of Social Work (A.A.S.S.W.), 112, 113
- American Association of Theological Schools, 45, 109, 110, 111
- American Bar Association, 82, 83, 84
- American Chemical Society, 51, 52
- American College Public Relations Association, 81
- American Council on Education, 2, 6, 23, 25, 27, 29, 38, 45, 46, 61, 103, 115

American Council on Education for Journalism, 80
American Council tests, 75
American Dental Association, 56, 57, 58
American Dietetic Association, 78
American Educational Theatre Association, 115
American Federation of Musicians, 93
American Forensic Association, 115
American Forest Products Industries, Inc., 76
American Foundation for Pharmaceutical Education, 104
American Hospital Association, Surveys, 78, 107
American Institute of Accountants, 49
American Institute of Architects, 43, 44
American Institute of Chemical Engineers, 66
American Institute of Electrical Engineers, 66
American Institute of Mining, Metallurgical and Petroleum Engineers, 66
American Junior Colleges, 2, 29, 32
American Library Association Council, 86
American Management Association, on salaries of engineers, 67
American Medical Association, 24, 87, 90, 100, 101, 106, 107
American Newspaper Publishers Association, 80
American Occupational Therapy Association, 100, 101, 108
American Optometric Association, 102
American Osteopathic Association, 103-104
American Physical Therapy Association, 106, 107, 108
American Registry of Physical Therapists, 107
American Registry of X-Ray Technicians, 108
American Society of Civil Engineers, 66
American Society for Engineering Education, 66
American Society of Mechanical Engineers, 66
American Society of Newspaper Editors, 80
American Speech and Hearing Association, 115
American Universities and Colleges, 2, 6, 23, 46, 75, 95, 96, 116
American Veterinary Medical Association, 116, 117
Applications
  education, 60
  graduate schools, 28
  liberal arts, 26
  medicine, 88
  professional schools, 36
Architecture 43-45
  accreditation, 43
  degrees, 43
  jobs in, 44
  licenses, 43-44
  list of accredited schools, 44-45
  qualifications, 43
  restrictions, 44
  salaries, 44
  trends, 44
  tuition, 43
  women in, 44
Association of Accredited Schools and Departments of Journalism, 80
Association of American Colleges, 25
Association of American Law Schools, 83
Association of American Medical Colleges, 88
Association of American Universities, 24, 25
Association of College Admissions Counselors, 13
Association of Collegiate Schools of Architecture, 43
Association for Education by Radio, 115
Association of Land-Grant Colleges and Universities, 25
Association of Teacher Education Institutions, 25
Association of Urban Universities, 25
Athletics, intercollegiate, 7
Athletics, scholarships, 13
Auxiliary to the American Osteopathic Association, 103

B

Bain, H. B., 57
Banking, 47
Bethel, Lawrence L., 29
Bernays, Edward L., 81
Bible schools
  courses, 45
  degrees, 45
  division of, 45
  examinations, 45
  jobs, 46
  list of accredited, 46
  qualifications, 45
  scholarships, 46
  trends, 46
  tuition, 45, 46
Big Seven Women's Colleges, 4
Blind, books for, 85
B'nai B'rith Hillel Foundations at American Universities, 110
B'nai B'rith Vocational Service Bureau, 110
Board of Education for Librarianship, 86
Board of Dental Examiners, state, 108
Board of Examiners, state, 108
Bogue, Jesse P., 32
Books for the blind, 85
Brown, Esther Lucille, 95
Buckmaster award, 13
Budget, college, 4
Bull, Ole, 91
Bulletin of Information, 19
Bureau of Census, statisticians, 109
Bureau of Economic Research and Statistics, American Dental Association, 57
Bureau of Home Economics, 41
Bureau of Labor Statistics see U. S. Bureau of Labor Statistics
Bureau of Professional Education and Colleges, (A.O.A.), 103
Business administration, divisions in, 47-48
Business law, 47
Business and industry, scholarships, 12-13
Business schools, 46-51
  accounting, 48-50
  accreditation, 47
  accredited members list, 50-51
  course of study, 47
  degrees, 47, 48
  enrollment in, 48
  qualifications, 46-47
  scholarships, 47
  tuition, 47

C

CEEB see College Entrance Examination Board Tests
CPA certification and licensing, 48, 49
Calendar, college, 26
California Association of Junior Colleges, 30
California College of Chiropody Bulletin, 54
Camp counseling, and teaching, 60
Campus vs. non-campus colleges, 6
Carnegie Foundation for the Advancement of Teaching, 25
Carnegie Foundation, education grant, 61
Carnegie Units, 18-19, 25, 114
Career, preparing for, 3-4, 37
Careers in Public Health Work, 108
Charles Elliott Perkins Fund, award, 13

Chemical engineering, 65
Chemical and Engineering News, 52
Chemistry, 51-54
  accreditation, 51
  courses, 51
  degrees, 51
  jobs, 51
  list of approved schools, 52-54
  qualifications, 51
  restrictions, 52
  salaries, 52
  scholarships, 51
  specialization, 51
  trends, 52
  tuition, 51
  women in, 52
  working conditions, 52
Chicago Institute of Research, public health study, 108, 109
Chicago Public Library, 85
Child development, 77
Child guidance, and social work, 113
Children, and home economics, 77
Children's Hospital Society School of Physical Therapy, 106
Chiropodologia, a Scientific Enquiry into the Cause of Corns, Warts, etc., 54
Chiropody, 54-55
  accreditation, 55
  courses, 55
  degrees, 55
  history of, 54
  jobs, 55
  licenses, 55
  list of accredited colleges, 55
  qualifications, 54-55
  restrictions, 55
  salaries, 55
  specialization, 55
  term, 54
  trends, 55
  tuition, 55
  women in, 55
Choosing a college, basic rules in, 9
Civil engineering, 64, 65
Civilian Conservation Corps, 75
Clothing and textiles, 77
Coed vs. non-coed colleges, 4
College, definition, 23
College Entrance Examination Board, Princeton, 19
College Entrance Board Examinations, 5, 13, 19, 21, 26, 60, 114
College Handbook, 19
College housing, 11
College presidents, 8
Colleges, control of, 23-24
Colleges and universities, use of terms, 27
Commission on Accrediting, American Association of Theological Schools, 110
Commission on Higher Education, President's, 30
Committee on Careers, nursing education, 96
Committee on Definitions and Questionnaires, National Survey of Salaries and Working Conditions in Social Work, 113
Committee on the Ministry, Federal Council of Churches, 110
Communications, journalism, 79
Community junior colleges, 29
"Community nursing service," 95
Composing, music, 92
Control accounting, 48
Control of college, 23-24
Coon, Beulah I., 77
"Co-operative course," engineering, 66
Co-operative dormitories, 15
Co-operative work-study plans, 15-16
"Co-ordinate" colleges, 24
"Corn doctors," 54
Cost accounting, 48
Costs, college, 6, 14 *see also* Tuition
Council on Dental Education, 56, 57, 58
Council on Education, A.V.M.A., 116, 117
Council on Education, National Association of Chiropodists, 55
Council on Education and Professional Guidance, American Optometric Association, 102
Council on Medical Education and Hospitals, 87, 89, 100, 101, 106, 107
Council on Social Work Education, 112
Counselor, guidance, 2, 5, 10, 17
Course of studies, 8
Courses
  in agriculture, 40
  architecture, 43
  Bible Colleges, 45
  business schools, 47
  chemistry, 51
  chiropody, 55
  dentistry, 56-57
  dietetics, 78
  elective, 11
  engineering, 66
  forestry, 75
  home economics, 77
  journalism, 79-80
  junior colleges, 31
  law, 83
  librarianship, 86
  medicine, 88
  music, 91-92
  nursing education, 95-96
  occupational therapy, 100
  optometry, 101-102
  pharmacy, 104
  physical therapy, 106
  public health, 108
  public relations, 81
  religion and theology, 110
  required, 11
  social work, 113
  speech and dramatic arts, 114
  veterinary medicine, 117
Curriculum, 8, 11-12 *see also* Courses
  in junior colleges, 32
  liberal arts college, 25
  in universities, 27

D

"Deans," graduate school, 27
Degrees
  abbreviations of, 25
  agriculture, 40
  architecture, 43
  Bible Colleges, 45
  business schools, 48
  chemistry, 51
  chiropody, 55
  dentistry, 57
  dietetics, 78
  forestry, 75
  graduate schools, 27-28

Degrees (Cont.)
  journalism, 80
  junior colleges, 29
  law, 83
  liberal arts, 25
  librarianship, 85
  medicine, 89
  music, 92
  occupational therapy, 100
  optometry, 102
  osteopathy, 103
  pharmacy, 104
  public health, 108, 109
  religion and theology, 110
  speech, 114
  veterinary medicine, 117
Denominational Agencies, accreditation by, 33
Dental hygienists, 108
Dental Students' Register, 56
Dentist, public health, 108
Dentistry, 55-58
  accreditation, 56, 57
  courses, 56-57
  degrees, 57
  enrollment, 56
  industrial, 57
  jobs, 57
  list of accredited schools, 58
  qualifications, 56
  restrictions, 57-58
  salaries, 57
  scholarships, 57
  shortage in, 58
  specialization, 57
  state requirements, 57
  trends, 58
  tuition, 57
  women in, 57
Department of Education of the National Catholic Welfare Conference, 110
Desegregation *see* Segregation issue
Diagnostic case work, social work, 112
Dictionary of Education (Good's), 23
Dietetics
  courses, 78
  jobs, 78
  requirements, 78
  restrictions, 78
  salaries, 78
  trends, 78
Dietetics (brochure), 78
Dietitian, defined, 78
"Directors," graduate school, 27
Doctors *see* Medicine
Dormitories, 11
Dormitories, co-operative, 15
Draft, and draft deferment, 20-21
Dramatic arts *see* Speech and Dramatic Arts

E

E.C.P.D. *see* Engineers' Council for Professional Development
Economic restrictions, professional schools, 36-37
Edgar M. Leventritt Fund, 92
Education, 58-64 (*see also* Teaching)
  accreditation, 61
  admission, 58-59
  applications, 60
  certification and training, 60-61
Education (Cont.)
  changing teaching field, 59
  degrees, 59, 60
  elementary and high school, 59
  "emergency" certificates, 60
  entrance requirements, 59
  fellowship plan, 61
  jobs, 60
  length of course, 59
  list of accredited schools, 62-64
  men in, 61
  qualifications, 59
  restrictions, 60
  salaries, 60
  shortage of applications, 60
  scholarships, 60
  trends, 61
  tuition, 59-60
  women in, 60
Educational opportunities, in armed forces, 21
Educational Testing Service, 14, 27, 88
Elective courses, 11
Electrical engineering, 65
Elementary schools, teaching, 59
"Emergency" certificates, teachers, 60
Emotional problems, 5, 11 *see also* Personality requirements
Employment bureaus, 14
Employment Outlook in Accounting, 50
Engineering, 64-74
  accreditation, 66
  branches of, 64-65
  categories of education, 66
  chemical, 65
  choosing a college, 65
  civil, 65
  classifications, 64
  "co-operative course," 66
  courses, 66
  electrical, 65
  jobs, 65, 67
  and liberal arts, 37, 66, 68
  list of accredited schools, 68-75
  mechanical, 65
  metallurgical, 65
  mining, 65
  petroleum, 65
  public health, 108
  qualifications, 64
  registration, licensure, and examination, 66
  requirements, 66
  restrictions, 66-67
  salaries, 67
  scholarships, 66
  shortage, 67
  specialization, 66
  trends, 67-68
  tuition, 67
  women in, 67
  working conditions, 67
The Engineering Institute of Canada, 66
Engineering Manpower Commission, survey, 67
Engineers' Council for Professional Development, 65, 66, 67, 68
Enrollment, dentistry, 56
Enrollment, forestry, 75-76
Entrance examinations, 19
"Essentials of an Acceptable Medical School," 87, 116
Evaluation, personal, of a college, 4-5
Examinations
  architecture, 43-44

Examinations (Cont.)
  Bible Colleges, 45
  for CPA certification, 49
  college entrance, 5, 13, 19, 21, 26, 60, 114
  graduate school, 27
  law, 83
  occupational therapy, 100
  public health, 108
  scholarship, 12
  veterinary medicine, 117
Expenses, of living away from home, 4
Extension of education, and junior colleges, 29
Extension Service, agricultural, 41
Extracurricular activities, 9, 11-12

F

Faculty members, 8
Family economics, 77
Family and family relationships, 77
Farm income, 41
Farm Security Administration, 41
Farming, classifications, 41
Farming, occupation of, 39-40
Federal Council of Churches, 110
Federal employment
  pharmacy, 105
  physical therapy, 107
  public health statistician, 108-109
  veterinary medicine, 117
Federal Security Agency, bulletin on scholarships, 110
Federal Security Agency, on home economics, 77
Federal scholarships, 12
Fees see also Tuition
  of land-grant colleges, 24
  medicine, 88
  speech and dramatic arts, 115
Feingold, S. N., 40
Fellowship plan, for securing teachers, 61
Fellowships see also Scholarships and Fellowships
  pharmacy, 104
  graduate schools, 28
  public health, 108
Finance, 47
Finances, problem of, 3
Financial Public Relations Association, 81
Foods and Nutrition, 77
Foreign language requirements
  clergy, 109
  forestry, 75
  nursing, 95
  optometry, 101
  for Ph. D's, 28
  social work, 112
Foreign medical schools, available list, 89
Foreign trade, 47
Forest Service, U. S. Department of Agriculture, 76
Forestry, 75-76
  accreditation, 75
  courses, 75
  degrees, 75
  employment distribution, 76
  enrollment, 75-76
  graduate schools, 75
  jobs, 76
  list of accredited schools, 76
  qualifications, 75
  restrictions, 76
  trends, 75-76
  women in, 76
Fraternities and sororities, 7, 11, 115
Freshman orientation, 11
Freud, theories of, in social work, 112
Functional case work, social work, 112
Fund for the Advancement of Education, 61

G

G.E.D. (General Educational Development) test, 25
G.I. Bill, 20
Gilliland, C. E. Jr., 46
Good's Dictionary of Education, 23
Government, interaction with business, 46
Government accountants, 50
Government agencies, public relations in, 81
Government scholarships, 12
Government sponsored universities, 27
Grades, high school, 17-18
Graduate division, universities, 27-28
Graduate Record Examination Board, 27
Graduate school, selection of, 28
Graduate schools, in universities, 27
Guidance, professional, 2
Gynecology, 103

H

Hampton Institute, Division of Trades and Industry, 44
Harno, Albert J., 84
Hassenplug, Lulu Wolf, 95
Hatch Act, 39
Health, family and community, 77
Health, and osteopathy, 103
Health Departments, 108
Health educator, 108
Health officers, 108
High Schools
  courses in Bible Colleges, 45
  agriculture in, 39
  records, 5, 25
  requirements, for osteopathy, 103
  requirements, pharmacy, 104
  shortage of teachers, 60
  teaching, 59
Hollis, Ernest V., 112
"Holloway Plan," Navy, 20-21
Home, living at or away, 4
Home and community hygiene, 77
Home economics, 76-79
  accreditation, 77
  adult education, 78
  and chemistry, 52
  courses, 77
  dietetics, 78
  jobs, 77-78
  land-grant institutions, 41
  list of schools, 78-79
  men in, 77
  qualifications, 76, 77
  restrictions, 77-78
  salaries, 78
  scholarships, 77
  and social welfare agencies, 78
  teaching, 78
  women in, 76
Home management, 77
Honor societies, 8, 115
Hospital administration, 108
Hospitals, occupational therapy in, 100

Hospitals, pharmacy in, 104, 105
Housing, 11
Housing, furnishing and equipment, 77
Hygiene, 77
Hygienists, industrial, 109

I

"The Ideal Teacher," 61-62
Illinois College of Chiropody and Foot Surgery Bulletin, 54
Illumination engineering, 65
Income, agriculture, 41
Independent colleges vs. universities, 6-7
Industrial hygienists, 109
Industrial relations, 47
Industrial scholarships, 12-13
Industry, emphasis of on backround, 37
Industry, need for dentists, 57
Inland Daily Press Association, 80
Insurance, 47-48
Intercollegiate athletics, 7
"Interdenominational faith missionary societies," 46
Internships, medicine, 88-89
Interpersonal relationships, and social work, 112
Ivy League, 4

J

Jefferson, Thomas, 27
Jewish seminaries and rabbinical schools, 110
Job opportunities, for junior college graduates, 31-32
Job opportunities, professional schools, 37
The Job of the Physical Therapist, 106
Jobs
  accounting, 49-50
  in agriculture, 41
  in architecture, 44
  Bible schools, 46
  chemistry, 51-52
  chiropody, 55
  dentistry, 57
  in dietectics, 78
  education, 60
  engineering, 65, 67
  forestry, 76
  home economics, 77-78
  journalism, 80
  law, 83
  librarianship, 86
  medicine, 90
  music, 92
  occupational therapy, 100
  osteopathy, 103
  pharmacy, 104-105
  physical therapy, 106-107
  public health, 108
  public relations, 81
  religion and theology, 110
  social work, 113
  speech and dramatic arts, 115
  veterinary medicine, 117
Johnson, B. Lamar, 32
Johnson, Harriet, 91, 92
Journal of the American Medical Association, 87
Journalism, 79-82
  accreditation, 80
  areas of, 79
  courses, 79-80
  degrees, 80
Journalism (Cont.)
  jobs, 79, 80
  list of accredited schools, 81-82
  public relations and communications, 80-81
  qualifications, 79
  salaries, 80
  scholarships, 80
  trends, 80
  tuition, 80
  women in, 80
  working conditions, 79
Junior colleges, 28-35
  growth of, 30
  list of, 33-35
  as transfer institutions, 29
  types of, 29

K

Korean veterans, 20
Korean war, effect on teachers, 60

L

Laboratory facilities, 9
Laboratory workers, public health, 109
Land Grant Act, 39
Land-grant colleges, 24, 39-43
Land-grant colleges and universities, list, 42-43
Languages, and admissions, 18 see also Foreign language requirements
Law, 82-84
  accreditation, 83
  business, 47
  competition in, 83
  courses, 83
  degrees, 83
  future plans, 84
  jobs, 83
  licenses, 83
  list of approved schools, 84-85
  pre-law course, 82
  qualifications, 82
  requirements, 83
  specialization, 83
  trends, 83
Law Schools and Bar Administration Requirements in the United States, 83
Leavenworth award, 13
Le Brun traveling scholarship, 43
Lecture system, 11
Legal-aid societies, 84
Legal Education in the United States, 84
Liberal arts, 23
Liberal arts and engineering combination, 37
Liberal arts and professional training, 36
Liberal arts college, purpose of, 23
Librarianship, 85-87
  accreditation, 86
  admission, 85
  courses, 86
  degrees, 85
  jobs, 86
  list of accredited schools, 86-87
  medical, 108
  men in, 86
  placement service, 86
  qualifications, 86
  requirements, 85

Librarianship (Cont.)
  Librarianship, salaries, 86
  Librarianship, scholarships, 86
  Librarianship, trends, 86
  Librarianship, tuition fees, 86
Library of Congress, 85
Library facilities, 9
Licenses
  agriculture, 40
  architecture, 43
  CPA, 48, 49
  chiropody, 55
  engineering, 66
  law, 83
  nurses, 96
  occupational therapy, 100
  optometry, 102
  osteopathy, 103
  pharmacy, 104
  public health, 108
  religion and theology, 110
  veterinary medicine, 117
Lincoln, Abraham, 24
Lloyd Warren Scholarship (Paris Prize), 43
Loan funds, for students, 13, 103, 106
Low, D., 54

M

Magazine writing, 80
Major subjects, choosing of, 37-38
"Majors," 25
Marketing, 48
Master's degrees, 27
Matricultion fees, 6
Mechanical engineering, 65
Medical administrator, 108
Medical Association Today, 88
Medical College Admissions Test, 88
Medical Department, U. S. Army, Occupational therapy schools, 100
Medical laboratory technicians, 108
Medicine, 36, 87-91
  academic requirements, 88
  accreditation, 24, 89
  accredited colleges, 89-90
  admission test, 88
  admissions, 87
  applications, 88
  changes in organization, 89
  college requirements, 87
  costs, 88
  course length, 88
  degrees, 89
  deposits, 88
  and dietetics, 78
  fees, 88
  foreign schools, 89
  internships, 88-89
  jobs, 90
  list of approved schools, 90-91
  list of schools of basic medical sciences, 91
  multiple applications, 88
  new schools, 89
  personal interview, 88
  qualifications, 87
  recommended courses, 88
  repeat applications, 88
  residence restrictions, 87-88
Medicine (Cont.)
  restrictions, 88
  salaries, 90
  scholarships, 89
  shortage, 90
  specific course requirements, 88
  trends, 89
  tuition, 88
  women in, 88
Men
  education, 61
  home economics, 77
  librarianship, 86
  nursing, 96
  occupational therapy, 100
  physical therapy, 106
  in social work, 113
Metallurgical engineering, 65
Metropolitan Auditions of the Air Award, 92
Middle States Association of Colleges and Secondary Schools, 19, 24
Military, need for engineers, 67
Military engineering, 64
Military service, 20-21
  dentistry, 57
  dietetics, 78
  educational opportunities in, 21
  physical therapy training, 106
"Minimum Library Salary Standards for 1951," 86
Mining engineering, 65
Missionary societies, 46
Moeller, Leslie, 80
Morrill Act, 24
Municipal colleges, 3
Municipal scholarships, 12
Murphy award, 13
Music, 91-94
  accreditation, 92
  admission tests, 91
  audiences, 93
  churches, 94
  community civic centers, 93
  composing, 92
  concert artists, 92
  courses, 91-92
  critics, 92
  debut expense, 92
  degrees, 92
  jobs, 92
  list of schools, 93-94
  performing, 92
  qualifications, 91
  related fields, 92
  restrictions, 92
  salaries, 92
  scholarships, 92
  teaching, 92
  therapists, 93
  trends, 92-93
  tuition, 92
  women in, 92
  writing, 92

N

NROTC colleges, 21
National Architectural Accrediting Board, 43, 44
National Association of Academic Teachers of Public Speaking, 115

National Association of Chiropodists, 55
National Association of Schools of Music, 92, 93
National Association of State Universities, 25
National Association of Teachers Agencies, 61
National Association of Teachers of Speech, 115
National Board of Veterinary Medical Examiners, 117
National Catholic Welfare Conference, 110
National Commission on Accrediting, 25
National Committee of Regional Accrediting Agencies, 24, 25, 33
National Conference of Bar Examiners, 83
National Conference Committee on Standards of Colleges and Secondary Schools, 25
National Council for Accreditation of Teacher Education, 61, 62
National Council of Architectural Registration Boards, 43
National Council of State Boards of Engineering Examiners, 66
National Editorial Association, 80
National Education Association, 61, 81, 115
National Foundation for Infantile Paralysis, 106
National League for Nursing, 96
National Nursing Council, 94
National Nursing Service, 95
National Orchestral Association, 92
National Organization of Negro Nurses, 96
National Publicity Council for Health and Welfare Services, 81
National School Public Relations Association, 81
National Society for the Study of Communication, 115
Navy College Aptitude Test, 21
Navy ROTC programs, 20-21
Negro students
  accounting, 49
  architecture, 44
  dentistry, 58
  dietetics, 78
  entrance restrictions, 5
  nursing, 96
  social work, 113
New England Association of Colleges and Secondary Schools, 19, 24
The New York Times, survey, 76
North Central Association of Colleges and Secondary Schools, 19, 24
Northwest Association of Secondary and Higher Schools, 19, 24
Nursery schools, 77
Nursing, 94-99
  accreditation, 96
  courses, 95-96
  definition, 94
  home, 77
  list of schools, 96-99
  Negroes in, 96
  personality, 95
  postgraduate programs, 96
  problems, 95
  public health, 95, 108, 109
  qualifications, 95
  registration, 96
  restrictions, 96
  salaries, 96
  shortage, 96
  special requirements, 94-95
  trends, 96
  women in, 96
  working conditions, 96
Nursing for the Future, 95
Nutrition, 77, 78
Nutritionists, public health, 109

O

OT *see* Occupational therapy
Obstetrics, 103
Occupational Outlook Handbook, 58, 96, 102
Occupational Therapy, 99-101
  accreditation, 100
  branches, 99-100
  certificate, 100
  courses, 100
  examination, 100
  function of, 99
  jobs, 100-101
  list of approved schools, 101
  men in, 100
  qualifications, 99-100
  registration and licensing, 100
  requirements, 100
  salaries, 101
  shortage, 100
  teaching, 101
  tuition, 100
  U. S. Army schools, 100
Occupational Therapy Yearbook, 100
"Oculist," term, 101
Ohio Baptist Education Society, 110
Ohio College Association, 2
Old age recreation and social work, 113
Olivia, Sister M., 94
"Ophthalmologist," term, 101
"Optician," term, 101
Optometry, 101-102
  accreditation, 102
  courses, 101-102
  degrees, 102
  qualifications, 101
  tuition, 102
Orthopedic OT, 99
Osteopathy, 102-104
  accreditation, 103
  degrees, 103
  jobs, 103
  licensure, 103
  list of accredited colleges, 104
  qualifications, 103
  restrictions, 103
  scholarships, 103
  special requirements, 103
  women in, 103

P

Palmer, George Herbert, 61-62
"Parallel courses," in junior colleges, 29
Parenthood, and home economics, 77
Parent Teacher Association, 60
Paris Prize (Lloyd Warren Scholarship), 43
Part-time employment, 14-17
Pediatric OT, 99-100
Pediatrics, 103
Personal problems, 11
Personality requirements
  and admissions, 18
  clergymen, 109
  in librarianship, 85
  medicine, 88
  in music, 91
  nursing, 95
  occupational therapy, 100
  pharmacy, 104

Personality (Cont.)
  problems, 5
  public health, 108
  social work, 112
  and teaching, 59
Petroleum engineering, 65
Ph. D. degrees, 27-28
Pharmacy, 104-106
  accreditation, 104
  character of shops, 104
  courses, 104
  defined, 104
  degrees, 104
  federal employment, 105
  guidance leaflet, 104
  high school requirements, 104
  in hospitals, 104-105
  jobs, 104-105
  licensure, 104
  list of accredited colleges, 105-106
  personality requirements, 104
  qualifications, 104
  restrictions, 104, 105
  salaries, 105
  scholarships and fellowships, 104
  trends, 105
  women in, 105
Photography, journalism, 79
Physical therapy, 106-107
  Certificate Course, 106
  courses, 106
  jobs, 106-107
  list of approved schools, 107
  qualifications, 106
  restrictions, 106
  salaries, 107
  scholarships, 106
  trends, 107
  tuition, 106
Physicians, school, 109
Placement bureaus, 9
"Plans," liberal arts, 25
Podiatry, 54
Power engineering, 65
Press agents, 81
Private colleges, 3
Profession, choice of, 7
Professional accrediting bodies, 24
Professional schools, 35-37
Professional schools, selecting of, 38
Professional training and liberal arts, 36
Professions, and liberal arts, 25, 26
"Progress Report," architectural profession, 44
Progressive Education Association, 18
Protestant ministry, 109, 110
Psychiatric OT, 100
Public administration, 48
Public health, 107-109
  accreditation, 109
  administrative associate, 108
  courses, 108
  degrees, 108, 109
  dentist, 108
  fellowships, 108
  goals, 107
  health educator, 108
  health officers, 108
  industrial hygienists, 109
  jobs, 108
  laboratory workers, 109
  licenses, 108
Public health (Cont.)
  list of institutions, 109
  medical administrator, 108
  nurses, 109
  nutritionists, 109
  qualifications, 108
  restrictions, 108
  sanitarian, 108
  sanitary engineer, 108
  scholarships, 108
  school physicians, 109
  scope, 107-108
  shortage of personel, 109
  and social work, 113
  specialization, 108
  statistician, 108-109
  trends, 109
  women in, 108
Public Health Departments, 109
Public Health Service Hospitals, occupational therapy in, 100
Public information, and World War II, 81
Public opinion, and journalism, 79
Public Relations, 81
Public relations
  communication, 80-81
  courses, 81
  jobs, 81
  professional organizations, 81
  salaries, 81
  standards, 81
Public Relations Directory and Yearbook, 81
Public Relations Journal, 81
Public Relations Registry, 81
Public Relations Society of America, 81

Q

Qualifications see also Requirements
  accounting, 49
  agriculture, 39-40
  architecture, 43
  Bible schools, 45
  business schools, 46-47
  chemistry, 51
  chiropody, 54
  dentistry, 56
  education, 59
  engineering, 64
  forestry, 75
  home economics, 76-77
  journalism, 79
  junior colleges, 31
  law, 82
  librarianship, 86
  medicine, 87
  music, 91
  nursing education, 95
  occupational therapy, 99-100
  optometry, 101
  osteopathy, 103
  pharmacy, 104
  physical therapy, 106
  podiatry, 54-55
  public health, 108
  religion and theology, 109
  social work, 112
  speech and dramatic arts, 114
  veterinary medicine, 116
Quarter plan, college calendar, 26

The Quarterly Journal of Public Speaking, 115
The Quarterly Journal of Speech, 115
Questionnaire, self-examination, 2-3

R

ROTC Units, 7, 12, 20-21
Radio
  advertising, 80
  journalism, 79
  and music, 93
  speech and dramatic arts, 114, 115
Radio-Television communications engineering, 65
Rank, theories in social work, 112
Rating a college, 7, 19
Real estate, 48
Registry of Medical Technologists, 108
Reid, Loren D., 115
Religion and theology, 109-112
  accreditation, 110
  clergy, 109
  courses, 110
  degrees, 110
  field of theology, 109
  jobs, 110
  licenses, 110
  list of schools, 111-112
  Protestant sects, 109
  qualifications, 109
  related fields, 111
  restrictions, 110
  Roman Catholics, 109
  scholarships, 110
  shortage of clergy, 110-111
  trends, 110-111
Religious control, of institutions, 5, 24
Religious education, 45-46
Religious groups, accreditation by, 33
Report of the President's Commission on Higher Education, 12
Reputation, general, of colleges, 7-8
Requirements see also Qualifications
Requirements, counselor help with, 17
  dentistry, 57
  education, 59
  engineering, 66
  law, 83
  librarianship, 85
  medicine, 88
  occupational therapy, 100
  osteopathy, 103
Requirements and Registration Data of State Examining Boards, 57
Residence halls, 11
Residence restrictions, junior colleges, 31
Residence restrictions, professional schools, 36
Restrictions, entrance, 5
  entrance, accounting, 49
  entrance, agriculture, 41
  entrance, architecture, 44
  entrance, business, 49
  chemistry, 52
  chiropody, 55
  dentistry, 57-58
  dietetics, 78
  education, 60
  engineering, 66
  forestry, 76
  home economics, 77, 78
  journalism, 80
Restrictions, entrance (Cont.)
  librarianship, 86
  medicine, 87-88
  music, 92
  nursing education, 96
  osteopathy, 103
  pharmacy, 104, 105
  physical therapy, 106
  professional and technical schools, 36-37
  public health, 108
  religion and theology, 110
  social work, 113
  veterinary medicine, 117
Roman Catholic priesthood, 109, 110
Rules for Admission to the Bar in the United States and Territories, 83
Russell, John Dale, 23

S

Salaries
  architecture, 44
  chemistry, 52
  chiropody, 55
  dentistry, 57
  dietetics, 78
  education, 60
  engineering, 67
  home economics, 78
  journalism, 80
  librarianship, 86
  medicine, 90
  music, 92
  nursing education, 96
  occupational therapy, 101
  pharmacy, 105
  physical therapy, 107
  public relations, 81
  social work, 113
  speech and dramatic arts, 115
  veterinary medicine, 117
Sanitarian, public health, 108
Sanitary engineer, 108
Sanitation, 108
Schneider, Herman, 15-16
Scholarships and fellowships, 9
  agriculture, 40, 43
  applying for, 13-14
  athletics, 13
  Bible schools, 46
  business and industry, 12-13
  chemistry, 51-52
  dentistry, 57
  education, 60
  engineering, 66
  government, 12
  graduate schools, 28
  home economics, 77
  individual gifts, 13
  in Ivy League colleges, 4
  journalism, 80
  junior colleges, 31
  learned societies, 12
  librarianship, 86
  loan funds, 13
  medicine, 89
  miscellaneous, 13
  music, 92
  optometry, 102

Scholarships and fellowships (Cont.)
  osteopathy, 103
  pharmacy, 104
  physical therapy, 106
  private foundations, 13
  public health, 108
  ROTC, 12
  religion and theology, 110
  requirements, 13
  social work, 112-113
  sources, 12
  speech and dramatic arts, 115
  state, municipal, federal, 12
  whimsical, 13
  working, 12, 16
Scholarships and Fellowships, 40
Scholarships, Fellowships and Loans, 40
Scholarships and tuition, business schools, 47
School physicians, 109
Schools, new medical, 89
Segregation issue, 5
Selective Service System, 20
Semester plan, 26
Seven Colleges Conferences, 4
Severinghaus, Aura E., 88
Small vs. large college, 6–7
Smith-Hughes Act, 32, 39
Social work, 112-114
  accreditation, 112
  admission requirements, 112
  courses, 113
  diagnostic and functional, 112
  graduate professional education, 112
  graduate schools, 112
  jobs, 113
  list of accredited schools, 113–114
  men in, 113
  philosophical functionalism in, 112
  pre-professional course, 112
  qualifications, 112
  restrictions, 113
  salaries, 113
  scholarships, 112–113
  trends, 113
  tuition, 112
Social Work Education in the United States, 112
Societies, learned, scholarships, 12
Society of American Foresters, 75, 76
Sororities and fraternities, 7, 11
Southern Association of Colleges and Secondary Schools, 19, 24
Southern Newspapers Association, 80
Specialization
  chemistry, 51
  in chiropody, 55
  dentistry, 57
  engineering, 66
  law, 83
  liberal arts, 25, 26
  occupational therapy, 100
  in osteopathy, 103
  public health, 108
Speech Association of America, 115
Speech and dramatic arts, 114-116
  accreditation, 115
  admissions, 114
  courses, 114
  degrees, 114
  graduate work, 114, 115
  jobs, 115
  list of schools, 115–116
Speech and dramatic arts (Cont.)
  organizations, 115
  qualifications, 114
  salaries, 115
  scholarships, 115
  teaching, 115
  tuition, 115
Standards, for accreditation, 24-25
State Associations of Colleges, accreditation by, 33
State colleges, 3
State Departments of Education, accreditation by, 33
State Departments of Health, 108
State rehabilitation, and social work, 113
State scholarships, 12
State support, of junior colleges, 32
State universities, 27
State universities, accreditation by, 33
Statistician, public health, 108–109
Statistics, 48
Student body, 6, 24
Student services, 11
Student Volunteer Movement, 110
Studies, adjustment to, 10
Survey of the Dental Profession, 57
Synagogue Council of America, 110

T

Tax accounting, 48
Taylor, Alice L., 112
The Teacher, 61
Teacher education, list of schools, 62-64
Teachers, fellowship plan for, 61
Teachers, shortage of, 60
Teaching see also Education
  accounting, 48–49
  changing of field in, 59
  chemistry, 52
  engineering, 67
  home economics, 77, 78
  music, 92
  occupational therapy, 101
  and personality, 59
  speech and dramatic arts, 115
  veterinary medicine, 117
Technical schools, 35-37
Television, 115
Television, courses in, 114
Television, and music, 93
Telluride Association, awards, 13
Term papers and projects, 11
Terminal programs, junior colleges, 29
Test, for draft deferment, 20
Testing Service Bureau, Princeton, 20
Textiles and clothing, 77
Theology see Religion and theology
Theology Department of the Catholic University of America, 110
Therapists, music, 93
Thesis, graduate schools, 27
They Went to College, 66, 67
To College in Ohio, 2
Town Hall Endowment Series Award, 92
Transcripts, of high school records, 26
Transfer function, of junior colleges, 29
Transportation, 48
Transportation engineering, 65
Tubercular OT, 99
Tuition
  accounting, 49

- Tuition (Cont.)
  - agriculture, 40
  - architecture, 43
  - Bible schools, 45-46
  - chemistry, 51
  - chiropody, 55
  - dentistry, 57
  - education, 59-60
  - engineering, 67
  - journalism, 80
  - junior colleges, 31
  - medicine, 88
  - music, 92
  - occupational therapy, 100
  - optometry, 102
  - physical therapy, 106
  - professional schools, 36-37
  - social work, 112
  - speech and dramatic arts, 115
  - veterinary medicine, 117
- Tuition fees, 6, 13
- Tuition fees, differences in, 3
- Tuition Plan, Inc., New York, 13, 18
- Tuition rates, 14
- Tutorial system, 6

U

- United Lutheran Church in America, 110
- United States government
  - Army, Field Service School, 106
  - Army, occupational therapy schools, 100
  - Bureau of the Census, on male nurses, 96
  - Bureau of Labor Statistics
    - on accountant's saleries, 50
    - on CPA exams, 49
    - on engineers, 66, 67
    - *Occupational Outlook Handbook*, 58, 96, 102
  - Department of Agriculture, 41
  - Department of Commerce, on dentistry, 57
  - Department of Health, Education and Welfare, 60, 61
  - Department of Labor, 49
    - on dentistry, 58
    - on engineers, 65
    - survey, 108
  - Office of Education, 14, 38, 50, 77, 103
    - directory of, 23
    - Federal Security Agency, 40
    - Guidance Leaflet on pharmacy, 104
    - on home economics, 78
    - on teacher shortage, 60
  - Office of War Information, 81
  - Public Health Service, 108
- University, definition, 23, 26-27
- Urban vs. Rural college, 6

V

- Veterans, 20
  - Veterans, aptitude test, 114
  - Veterans, and forestry, 75
  - Veterans, scholarships for, 12
  - Veterans, tests for admission, 25
- Veterans Administration *see also* Federal Employment, 50, 105
- Veterans Administration, and dentistry, 57, 58
- Veterans Administration (Cont.)
  - dietetics, 78
  - male nurses, 96
  - occupational therapy in, 100
  - pharmacists in, 105
  - physical therapists, 107
- Veterinary medicine, 116-118
  - accreditation, 116-117
  - courses, 117
  - degrees, 117
  - federal employment, 117
  - jobs, 117
  - license, 117
  - list of schools, 117-118
  - phases of, 117
  - qualifications, 116
  - restrictions, 117
  - salaries, 117
  - teaching, 117
  - tuition, 117
  - women in, 117

W

- Walter W. Naumburg Musical Foundation Award, 92
- Western College Association, 19, 24
- Wire communications, engineering, 65
- Women
  - accounting, 49
  - agriculture, 41
  - architecture, 44
  - chemistry, 52
  - chiropody, 55
  - dentistry, 57
  - education, 60
  - engineering, 67
  - forestry, 76
  - home economics, 76
  - journalism, 80
  - medicine, 88
  - music, 92
  - nursing, 96
  - osteopathy, 103
  - pharmacy, 105
  - physical therapy, 106
  - public health, 108
  - veterinary medicine, 117
- Women's colleges, Big Seven, 4
- Women's Division of Christian Service of the Board of Missions, 110
- Work-study plans, 15-16
- Working scholarships, 12, 16
- Writing
  - chemistry, 52
  - journalism, 79, 80
  - music, 92

X

- X-ray technicians, 108

Y

- Young Artist Contests of the National Federation of Music Clubs, 92
- *Your Career in Music*, 91, 92

EAU OF EDNL. & PSYL. RESEA
LIBRARY.